

2005-2007

Reach New Heights...

Plan Your Career

**Assessment
Education
New Economy
Changing Careers
Getting a Job
Occupations
And More...**



RI Career Resource Network


The Career Resource Network



Career management knowledge and skills should be part of the “tool kit” of every person. This goal is incorporated in several statements of education goals, including the Standards of the American School Counselor Association (ASCA) and the Regulations of the RI Board of Regents for Elementary and Secondary Education, which require that school districts provide for “each individual student’s social/emotional, academic, and career needs.” Having such knowledge and skills will enable citizens to be happier and more productive and to better contribute to their prosperity and that of the economy and society.

The Rhode Island Career Resource Network (CRN) provides training to counselors, teachers, and others who assist students or clients with career management. It also produces or supports computer programs, publications, and classroom activities materials related to career management. The *Rhode Island Career Anchor* is one of the materials produced by the Career Resource Network. It is designed for high school students and adults.

Current information on CRN training and products is available on the CRN web site, and may also be obtained by contacting the CRN.

A faded background image of a classroom. A teacher is standing at the front, facing a class of students seated at desks. The teacher is a woman with short hair, wearing a patterned top. The students are seen from behind, sitting at their desks. The classroom has posters on the wall and a bulletin board.

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Manage Your Career

Career: The combined total of all the events in a person's life from the time he/she is born, including education, work, family, leisure activities, and more.

As you go through life you have two options:

“Drift” through life, taking advantage of whatever opportunities happen to come your way

OR

Manage your career by making informed decisions and choices so that you have greater control over your future.



One good way to manage your career is to consider yourself as a business. Your product is your knowledge and skills, which you sell to your employer in return for wages and benefits. Think of your company as “Myself, Inc.” Like any business, you must market yourself, keep up with changes in technology and the economy, evaluate your situation periodically, decide how to best use your resources, and carry out other activities.

If you want to manage your career by making good choices, this publication is for you. It presents a series of logical steps which will help you plan and act.

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Computer Resources

The **Choices** computer programs, used in many Rhode Island high schools, provide extensive information on occupations, post-secondary education, and financial aid to assist in career and education planning. Included, among many other features, are assessments, career portfolios, and tools for job search, resume writing, and interviewing. The programs are published by Bridges Transitions Co., and are part of the Career Information Delivery System of the Career Resource Network.

RI Research & Economic Database - RI Red (www.dlt.ri.gov/rired) provides access to LMI data, including industry and occupational projections, wage rates, labor force statistics, economic indicators, and census data.

Manage Your Career : Know Yourself

Step 1: Know Yourself!

Step 2: Be Informed!

Step 3: Make a Plan

Step 4: Put Your Plan into Action

Are any two people you know exactly alike? Of course not! Some may be similar in certain ways, but each is different from the others. Likewise, you are different from other people. Understanding your skills, interests, and personality is the first step in career management.



When you consider yourself as “Myself, Inc.,” a business selling your knowledge and skills to an employer, it is very important that you know what you have to sell! The next few pages provide some tools to help you describe yourself. What makes you different from other people? What are your skills, interests, personality type? Of course people (including you) are very complex, and the information on these pages is only a guide to help you know yourself. Use this book, and all information that you have to help you understand yourself, your strengths and your weaknesses.



As you prepare to manage your career you can match your skills and personality type to those which are required in each occupation. This information is available in *Choices* and O*NET (<http://online.onetcenter.org>). You will be most happy and successful if you pursue an occupation which closely matches your interests, skills, and personality. Refer to pages 3-7 and to the occupations section on pages 22-39 for more information.



In considering your skills and other information about yourself, you may find that you are weak in a particular area (e.g., reading, or computer skills). You then can plan to take action to build strengths in this area. Refer to the Plan and Action section on pages 40-51 for suggestions.

Knowing yourself will also help you in preparing a resume and for job interviews where you can build on your strengths and point out how they relate to the position you are applying for.

The next few pages provide help in looking at your skills, interests, and personality.

Know Your Skills

If you think of yourself as a business, selling your knowledge and skills to an employer, what do you have to sell? You will spend much of your life selling your skills and/or knowledge to an employer or to customers, so it's important to know what skills you have. It is also important to know what skills you need to develop more.

You have been developing skills since you were a small child, whether you knew it or not. Your school classes, family life, hobbies, out-of-school activities, part-time jobs, and other experiences have all contributed.

Many skills, sometimes called "soft skills" because they are not specific to a particular job, are needed in all occupations. Among them are the following, which employers value in their workers.

Reading and Writing Skills

Read well
Write clearly

Learning Skills

Acquire, evaluate,
and organize data
Continue learning
throughout life

Communicating Skills

Speak and listen well
Learn, reason, and think creatively
Serve customers

Responsibility Skills

Take responsibility
for actions
Manage time, money
and materials
Select appropriate
equipment and
tools and apply technology
to specific tasks
Maintain and troubleshoot equipment



Math Skills

Perform basic
mathematics

Self-Management Skills

Monitor and correct performance
Think of new ways to get the job done
Have a positive attitude toward change

Decision-Making Skills

Make decisions
Solve problems

Teamwork Skills

Work well with others
Be a contributing member of a team
Teach others

How would you rate yourself on these skills? You can use the Skills Checklist in the *Choices* computer program to help identify your skills. If you are weak in a skill that you will need to meet your goals, plan to do something to develop this skill.

Know Your Interests



Your likes, dislikes, and values are extremely important in career planning. Every small child has been asked, “What would you like to be when you grow up?” The answer is usually limited to only the few occupations which the child has seen in person or on television. In managing a career, a broader and more logical approach is needed.

You can get some clues about your interests by considering your activities. What are your favorite classes in school? What are your favorite activities in school? What are your hobbies? What community activities are you involved in? What do you do in your spare time?

What kind of work do you think you would like? Would you prefer indoor or outdoor work or a mixture of both? Would you prefer working with people, or with things, or with data? Do you like to be independent or to be part of a structured situation?

You can use the Career Area Interest Checklist and the Work Importance Locator in the *Choices* computer program to help identify your interests and what you value in an occupation.



Check the physical demands and required abilities, as well other work conditions of interesting occupations to be sure that they are a good match to your interests.



For More Information

The occupations database in the *Choices* computer program.

RI Red - Research & Economic Database, www.dlt.ri.gov/rired

O*NET (<http://online.onetcenter.org>)

Occupational Outlook Handbook, in libraries, guidance offices, and at www.bls.gov/oco/home.htm.

Know Your Personality

What personality type are you? Dr. John Holland provided a useful theory to help describe personality. His theory can also be used to describe the requirements of a work environment. By comparing your individual “Holland Code” to the code assigned to an occupation, you can estimate how good a match that occupation would be for you. Remember that this is only an approximation and should be used with other information in making career decisions.

Holland loosely classified personalities into six different groups: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Most people and occupations are some combination of two or three of the Holland groups. The first letters of the group names are used as a code to describe an individual’s personality type. For example, if you resemble the Realistic type most, then the Enterprising type somewhat less, and the Social type even less, your Holland Code would be “RES.” In the information on occupations on pages 24-39 the Holland Code for each occupation is in the column just below the average wage amount. Some occupations have only a one or two letter code because they strongly match only one of the groups.

Holland Codes for occupations can be found in O*NET on the web site <http://online.onetcenter.org>. In the *Choices* computer program the Holland Codes are in the occupations section of the program. Select an occupation, then “Interests” to display the code.

The Holland groups are shown on the next page. In each column, check the items which describe you. Then count the number of checks in each column. The column with the greatest number of checks is the first in your Holland Code, the next greatest number is the second, and the next is the third.



Know Your Personality (Holland Codes)

*R*EALISTIC

“Doers”

Are you...
practical
frank
a nature lover
curious
concrete
self-controlled
systematic
athletic
mechanical
thrifty
stable
reserved
ambitious
persistent

Can you...

fix electrical things
solve electrical problems
pitch a tent
play a sport
read a blueprint
plant a garden
operate tools & machinery

Do you like to...

tinker with machines/vehicles
work outdoors
be physically active
use your hands
build things
tend/train animals
work on electronic equipment

*I*NVESTIGATIVE

“Thinkers”

Are you...
inquisitive
scientific
precise
cautious
self-confident
reserved
independent
analytical
observant
scholarly
curious
introspective
broadminded
logical

Can you...

think abstractly
solve math problems
understand scientific theories
do complex calculations
use a microscope or computer
interpret formulas

Do you like to...

explore a variety of ideas
use computers
work independently
perform lab experiments
read scientific/technical journals
analyze data
deal with abstractions
do research
be challenged

*A*RTISTIC

“Creators”

Are you...
creative
imaginative
unconventional
independent
original
sensitive
complicated
nonconforming
intuitive
innovative
emotional
expressive
impulsive
open
idealistic

Can you...

sketch, draw, paint
play a musical instrument
write stories, poetry, music
sing, act, dance
design fashions or interiors

Do you like to...

attend concerts, theaters, art exhibits
read fiction, plays, poetry
work on crafts
take photographs
express yourself creatively
deal with ambiguous ideas

Know Your Personality (Holland Codes cont.)

SOCIAL

“Helpers”

Are you...

- friendly
- idealistic
- outgoing
- cooperative
- responsible
- patient
- kind
- helpful
- insightful
- understanding
- generous
- forgiving
- empathetic
- persuasive

Can you...

- teach/train others
- express yourself clearly
- lead a group discussion
- mediate disputes
- plan and supervise an activity
- cooperate well with others

Do you like to...

- work in groups
- help people with problems
- participate in meetings
- do volunteer work
- work with young people
- play team sports
- serve others

ENTERPRISING

“Persuaders”

Are you...

- self-confident
- sociable
- enthusiastic
- adventurous
- impulsive
- inquisitive
- talkative
- spontaneous
- assertive
- persuasive
- energetic
- popular
- ambitious
- agreeable
- extroverted
- optimistic

Can you...

- initiate projects
- convince people to do things your way
- sell things or promote ideas
- give talks or speeches
- lead a group
- persuade others

Do you like to...

- make decisions affecting others
- be elected to office
- win a leadership or sales award
- start your own service or business
- campaign politically
- meet important people
- have power or status

CONVENTIONAL

“Organizers”

Are you...

- well-organized
- methodical
- conscientious
- conforming
- practical
- systematic
- ambitious
- persistent
- accurate
- polite
- efficient
- orderly
- thrifty
- structured
- obedient

Can you...

- work well within a system
- do a lot of paper work in a short time
- keep accurate records
- use a computer
- write effective business letters

Do you like to...

- work with numbers
- type
- be responsible for details
- collect or organize things
- follow clearly defined procedures
- use data processing equipment

Manage Your Career: Be Informed

Step 1: Know Yourself!

Step 2: Be Informed!

Step 3: Make a Plan

Step 4: Put Your Plan into Action

To make good decisions and manage your career well you must have some basic knowledge in several related areas.

The world of work:

Knowledge of the economy, the labor market, and the changing nature of jobs are all necessary to make intelligent choices.
(See pages 9-11.)

Education/training options:

Every occupation requires some education beyond high school, ranging from a few hours to many years. Many do not require a college degree. It is important to know the options and their advantages and disadvantages. (See pages 18-19.)

Occupations:

There are hundreds of occupations with differences in entrance requirements, required education/training, working conditions, skill requirements, anticipated job openings, wages and other rewards. It is important to compare the information about an occupation to your interests and goals. (See pages 22-39.)

College selection and application:

It is true that many excellent occupations do not require a college degree, but college is necessary for many others. The process of college application is not complex, but it is very important that those who want to attend college follow the process exactly. There are several thousand colleges in the United States, and you must be able to match your selection with your goals and personal characteristics. (See pages 16-17.)

Financial aid:

If your occupational goal requires college training, financing it will be a challenge. To obtain the necessary education for your career goals you must know the details of financial aid plans.
(See pages 20-21.)

Be Informed About Society & the Economy

Workers need skills to compete in the new economy. Globalization and technology have changed the workplace and the way the labor market operates. It is very risky to ignore changes in the world of work since occupations and jobs also change. Developing technology, especially computer and information technology, has had a major impact on this transformation. Your career management must recognize the national and local economy and labor market if you are to make intelligent decisions. Through the rest of your working life you must consider such changes as you manage your career, or you risk becoming unemployable.

Until the mid-1800s the economy of our country (and employers and jobs) was primarily related to agriculture. The development of water powered (and later steam powered) machinery caused a shift to an industrial (manufacturing) based economy. In recent years developments in technology lead to another major change, this time to a knowledge-based economy. Today, brainpower is more valuable than muscle power.

How businesses and other organizations are changing

With the development of computer technology, it has become possible for large amounts of work to be done faster, more accurately, and with fewer workers. This is particularly true in operations which deal with large amounts of text or mathematical operations. Computers and related equipment have similar impacts on manufacturing, where many processes are computer controlled. Related developments and improvements in communications technology have made possible worldwide operations of a company.

Technology has also changed the relative sizes of different industry sectors, with fewer people employed in manufacturing and more in service industries such as healthcare, social assistance, accommodation & food services, and educational services.

The changing characteristics of the population are also affecting the workplace with the average age of workers going up as the number of older persons increases. Workers are tending to retire at an older age than in the past.

- **information technology**
- **shorter time frames for product development**
- **service industries are growing**
- **globalization**

- **fewer layers of management**
- **labor costs have been rising faster than capital costs, forcing employers to use labor-saving technology and to emphasize employee productivity**



- **manufacturing jobs that depended on routine, repetitive, and fragmented tasks are now automated – robotics**
- **manufacturing is declining**
- **able to produce more goods with fewer workers**

- **relocation may be necessary**
- **immigration**
- **women's rights**
- **wars**

- **movement to cities**
- **cutbacks**
- **downsizing**
- **relocation**

Be Informed About How Jobs are Changing



The knowledge economy of the 21st century requires workers who are lifelong learners and who are willing to adapt to change. The workplace of the knowledge era is radically different than it was a decade ago. The notion of working for a boss has been replaced by self-employment and working for customers. Following established procedures is now balanced with encouragement to invent new solutions to getting the job done and satisfying customers.

Sole responsibility for one's job has been replaced by pressure to be a good team player able to help the team continuously learn and improve. Respect, formerly accorded to position or title, is now earned by anyone at any organizational level on the basis of contribution, commitment to learning, and a willingness to help others improve. The following provides a comparison of characteristics of the old and new workplace:

Old Workplace

Office or work space does not change
 Same or similar skills needed over time
 Little interaction with fellow workers
 Much work physical
 Little change in job
 Little formal postsecondary education needed
 Little or no training on-the-job
 Success = career ladder
 Authority
 Entitlement
 Loyalty to company/organization
 Salaries and benefits
 Jobs identified as "male" or "female"
 Job security
 Identity = job, position, and occupation

 Attention to supervisor and managers
 Employees

New Workplace

Work location may change with task
 New skills are developed as technology changes
 Work as member of a flexible team
 Most work "thinking"
 Job changes as tasks change
 Most jobs require some postsecondary education
 Continual learning, retraining
 Success = valued skills
 Influence
 Marketability impact
 Loyalty to work and self
 Contracts and fees
 Almost all jobs can be held by males or females
 Personal freedom and control
 Identity = life circumstances and contribution to work, family, and community
 Attention to customers
 Vendors, entrepreneurs, and team members

Causes of Job Changes

- Changing Technology
- Globalization
- Economic Recession
- Environmental Disaster
- Resource Depletion
- Layoffs and Cutbacks
- Health Problems

This means as you plan your career you need:

- Skill in using computers and other developing technologies.
- Skill in communication (reading, writing, speaking, listening) and mathematics.
- Skill in working with other people.
- Ability to work independently or as a leader.
- Ability to adapt to changes in work organization and processes.

This page adapted from unpublished paper, *From Vocational Decision-Making to Career Building*, by Philip S. Jarvis, 2003.

Be Informed About Job Values

What is important to you in a job? Good working environment? High income? Freedom from stress? Regular working hours? Most people look first at anticipated income. But some high paying jobs are also high stress or have an unpleasant working environment. Before settling on a particular occupation, consider whether the working conditions fit your view of a desirable place to work.

Examples of occupations often considered among the best or worst:



Best Environment
Office Worker
Mathematician
Computer Systems Analyst
Historian



Worst Environment
Challenging outdoor jobs
Taxi Driver, NFL Player
Racecar Driver
Firefighter

High Income

NBA Player (\$4.5+ million)
MLB Player (\$1.8+ million)



Low Income

Waitperson (\$16,000)
Catholic Priest (\$16,000)
Child Care Worker (\$17,000)



Low Stress
Florist
Medical Records Technician
Actuary



Great Stress
Taxi Driver
Racecar Driver
Corporate Executive
Firefighter

Safest

Office Worker
Medical Technician



Least Safe

Police Officer
Taxi Driver
Loggers are most likely to be killed
on the job, followed by Fishers



For More Information

O*NET Work Importance Locator. Can be accessed in *Choices* computer program or online at
<http://online.onetcenter.org>

Growing & Declining Occupations

Rhode Island's Top Occupations With Largest Growth 2002-2012

SOC Code	Occupational Title	Growth	Training Requirements
29-1111	Registered Nurses	3,242	Associate degree
35-3031	Waiters and Waitresses	2,423	Short-term on-the-job training
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	2,021	Short-term on-the-job training
41-2031	Retail Salespersons	1,634	Short-term on-the-job training
31-1012	Nursing Aides, Orderlies, and Attendants	1,613	Short-term on-the-job training
41-2011	Cashiers	1,447	Short-term on-the-job training
43-4051	Customer Service Representatives	1,390	Moderate-term on-the-job training
31-1011	Home Health Aides	1,108	Short-term on-the-job training
21-1093	Social and Human Service Assistants	1,084	Moderate-term on-the-job training
45-3011	Fishers and Related Fishing Workers	1,062	Moderate-term on-the-job training
13-2011	Accountants and Auditors	957	Bachelor's degree
47-2031	Carpenters	952	Long-term on-the-job training
25-9041	Teacher Assistants	848	Short-term on-the-job training
47-2061	Construction Laborers	790	Moderate-term on-the-job training
43-4171	Receptionists and Information Clerks	789	Short-term on-the-job training

The following jobs are declining due to decreases in manufacturing and changes in technology.

SOC Code	Occupational Title	SOC Code	Occupational Title
51-2092	Team Assemblers	51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers
43-5081	Stock Clerks and Order Fillers	51-4072	Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic
43-6014	Secretaries, Except Legal, Medical, and Executive	41-3041	Travel Agents
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	51-4021	Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic
43-5071	Shipping, Receiving, and Traffic Clerks	51-4041	Machinists
43-9022	Word Processors and Typists	51-1011	First-Line Supervisors/Managers of Production and Operating Workers
51-4031	Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	43-9011	Computer Operators
51-9071	Jewelers and Precious Stone and Metal Workers	51-6061	Textile Bleaching and Dyeing Machine Operators and Tenders
41-9041	Telemarketers		

Show Me the Money

Rhode Island's Best Paying Occupations

SOC Code	Occupation	Entry Wage
29-1064	Obstetricians And Gynecologists	>\$145,600
29-1062	Family And General Practitioners	\$138,320
29-1066	Psychiatrists	\$120,050
29-1063	Internists, General	\$114,710
11-1011	Chief Executives	\$109,060
29-1065	Pediatricians, General	\$107,650
29-1067	Surgeons	\$93,780
29-1081	Podiatrists	\$93,670
11-9041	Engineering Managers	\$83,490
25-1051	Atmospheric, Earth, Marine, And Space Sciences Teachers, Postsecondary	\$81,780
29-1041	Optometrists	\$81,240
29-1051	Pharmacists	\$76,910
11-3021	Computer And Information Systems Managers	\$75,240
17-2072	Electronics Engineers, Except Computer	\$74,420
15-2031	Operations Research Analysts	\$73,350
11-3031	Financial Managers	\$72,910
19-2012	Physicists	\$72,760
11-9032	Education Administrators, Elementary And Secondary School	\$72,050
11-2031	Public Relations Managers	\$71,920
11-3049	Human Resources Managers, All Other	\$71,370



Odds of Becoming a Professional Athlete

Sports are a national passion in the United States. Almost everyone who has ever bounced a ball, swung a racket, or caught a pass has dreamed of a career as an athlete. But sports, the source of fun and fitness for millions, provide a paycheck for very few people. The odds against young people realizing their athletic dreams are high. For every player who wears a pro football uniform, or shoots the winning basket, thousands never will. Young athletes who bet their future on professional sports are in for a surprise when they look at the numbers. Confidence is an asset in any sport, but overconfidence may lead to disappointment and defeat. On a nightly newscast, a reporter once questioned some young athletes about their perception of their chances of playing in the NBA. Even the most modest teen assessed his chances at 50%. The real numbers point to much poorer odds. (See chart.) Becoming a pro

isn't easy. There are only a few "jobs" and even fewer "job openings." Major League Baseball has 30 teams with 800 players. The NBA has 30 teams, each having only 12 players, for a total of 360 players. The WNBA has 16 teams with a total of 188 players. The NFL has 32 teams and a total of 1,440 players. You do not have to give up your dreams of becoming a pro, but be aware of the odds and prepare yourself for an alternate career.

Sport	High School Participants	Professionals Drafted Per Year	Chance of Becoming a Professional
Football	983,600	260	1 in 3,783
Baseball	455,300	300	1 in 1,518
Basketball, Men	549,500	58	1 in 9,474
Basketball, Women	456,900	64	1 in 7,139

Based on estimates from National Collegiate Athletic Association and the National Federation of State High School Associations

Career Management for the Disabled

Individuals with disabilities have the same career planning needs and problems as other people, plus some additional considerations.

Know Yourself!

It is particularly important for persons with disabilities to know their interests, strengths, and weaknesses so that they can make appropriate career plans to take advantage of their strengths and minimize the adverse effect of disabilities.

Be Informed!

It is very important that persons with disabilities be aware of the duties and requirements of occupations in which they are interested so that they can match their capabilities to the occupations.

Applying for and Getting a Job

Under the Americans with Disabilities Act (ADA) it is illegal for employers to discriminate against a qualified job applicant who has a disability. To qualify for a job you must (1) meet the job requirements such as educational background, employment experience, skills, and licenses, and (2) be able to perform essential job tasks, with or without reasonable accommodation.

Employers are not permitted to ask about your medical condition or medical history or disability. They may ask if you are able to perform the job duties (with or without reasonable job accommodations). They may ask you to describe how you would perform certain job functions.



For More Information:

There are more resources available than can be listed here. Ask your teacher or counselor for additional suggestions.

Transition programs in RI Education Collaboratives

East Bay	401-245-2045
Northern	401-658-5790
Providence	401-278-0520
Southern	401-782-6540
West Bay	401-822-0560

Office of Rehabilitation Services, RI Dept. of Human Services, 401-421-7005, www.ors.ri.gov

RI Governor's Commission on Disabilities, 401-462-0100, www.gcd.ri.gov

RI Parent Information Network, 1-800-464-3399 or TTY 401-727-4151, www.ripin.org

Sherlock Center on Disabilities, 401-456-8072, www.sherlockcenter.org

Be Informed About Where You Could Go To School

Rhode Island has many schools and other training providers. Here is a list of colleges and universities, hospital schools, and proprietary career schools, with addresses, phone numbers, and Internet addresses, where you can get additional information. All phone numbers are 401 area codes unless otherwise indicated.

Colleges and Universities

(phone numbers are for admissions offices)

Brown University

www.brown.edu

Prospect Street, Providence, RI 02912
863-2378

Bryant University

www.bryant.edu

450 Douglas Pike, Smithfield, RI 02917
232-6000; Center for Management
Development 232-6200

Community College of Rhode Island

www.ccri.edu

Flanagan Campus, Louisquisset Pike,
Lincoln, RI 02865 333-7300
Knight Campus, 400 East Ave.,
Warwick, RI 02886 825-2285
Liston Campus, 1 Hilton St.,
Providence, RI 02905 455-6060

Gibbs College

www.gibbsri.edu

85 Garfield Ave., Cranston, RI 02920
1-877-664-4227

Johnson and Wales University

www.jwu.edu

Abbott Park Place, Providence, RI 02903
598-1000

New England Institute of Technology

www.neit.edu

2500 Post Rd., Warwick, RI 02886 467-7744

Providence College

www.providence.edu

River Ave. & Eaton St., Providence, RI 02918
865-2535

Rhode Island College

www.ric.edu

600 Mt. Pleasant Ave., Providence, RI 02908
456-8234

Rhode Island School of Design

www.risd.edu

2 College St., Providence, RI 02903 454-6300
Continuing Education, 2 College St.,
Providence, RI 02903 454-6100

Roger Williams University

www.rwu.edu

Old Ferry Rd., Bristol, RI 02809 254-3500
Metropolitan Center, 150 Washington St.,
Providence, RI 02903 276-4800
School of Law, 10 Metacom Ave.,
Bristol, RI 02809 254-4511

Salve Regina University

www.salve.edu

Ochre Point Ave., Newport, RI 02840
847-6650

The University of Rhode Island

www.uri.edu

Kingston, RI 02881 874-7100
Feinstein College of Continuing Education,
Shepard Building, 80 Washington St.,
Providence, RI 02903 277-5000

Zion Bible College

www.zbc.edu

27 Middle Hwy., Barrington, RI 02806
246-0900, 1-800-356-4014

Hospital Schools

The Memorial Hospital of Rhode Island

111 Brewster St., Pawtucket, RI 02861

Program of Paramedicine 729-2624

School of Nurse Anesthesia 729-2434

St. Joseph School of Nursing

www.nursingri.com

200 High Service Ave., N.Providence, RI 02904

School of Anesthesia for Nurses 456-3639

School of Nursing 456-3050

Rhode Island Hospital

www.lifespan.org/diagimag

593 Eddy St., Providence, RI 02903

School of Nuclear Medicine Technology

School of Radiologic Technology

School of Diagnostic Medical Sonography

528-8531

Rhode Island School of Cytotechnology

www.rischoolofcytotechnology.com

Office of Special Programs, Room 217

Feinstein College of Continuing Education, URI

80 Washington St., Providence, RI 02903

277-5199

Our Lady of Fatima Hospital

200 High Service Ave., N.Providence, RI 02904

School of Medical Technology 456-3215

Proprietary Career Schools

Arthur Angelo School

www.arthurangelo.com

151 Broadway, Providence, RI 02903 272-4300

Boston Bartenders School of America

www.bostonbartenders.com

1395 Atwood Ave #208, Johnston, RI 02919
946-8132

Career Education Institute

www.ceitraining.com

622 George Washington Hwy.

Lincoln, RI 02865 334-2430

Costin's Warwick Academy of Beauty Culture

www.costinsbeautyacademy.com

1276 Bald Hill Rd #100-110

Warwick, RI 02886

826-2022

The International Yacht Restoration School

www.iyrs.com

449 Thames St., Newport, RI 02840 848-5777

MotoRing Technical Training Institute

www.mtti.edu

54 Water St, East Providence, RI 02914

434-4840

Nationwide Tractor Trailer Driving School

www.nationwidedrivingschool.com

125 Washington Hwy., Smithfield, RI 02917

231-3410

New England Tractor Trailer Training School

www.nettts.com

600 Moshassuck Vly Ind Hwy., Pawtucket, RI

02860 725-1220

Newport School of Hairdressing

226 Main St., Pawtucket, RI 02860 725-6882

Paul Mitchell The School

www.paulmitchelltheschool.com

379 Atwood Ave., Cranston, RI 02920

946-9920

Rhode Island Association of Realtors, Real Estate School

www.riliving.com

100 Bignall St., Warwick, RI 02888 785-9380
x258

The Sawyer Schools

101 Main St., Pawtucket, RI 02860 272-8400

550 Hartford Ave., Providence, RI 02909

272-3280

Trinity Repertory Conservatory

www.trinityrep.com

201 Washington St., Providence, RI 02903

521-1100

Be Informed About Selecting a College

There are over 6,000 post-secondary education institutions in the United States. Like people, they are all different. How can you select a college or technical/career school which will best support your career goals? Equally important, how can you help ensure that your chosen college or school admits you?

- Consider a broad representation of colleges in the early years of high school, and gradually narrow your list until you have between five and eight by the fall of your senior year.
- Be sure that you can explain your career goals, and that you know your interests, skills, and abilities.
- Gather information from *Choices*, the many books available in libraries (often including college catalogs), and from the Internet (all colleges have web sites).
- Attend college fairs or college night programs.
- Request information including a catalog from the colleges on your list at the beginning of your senior year.

Some things to consider in selecting a college

- Campus setting:
If you are more comfortable in a city or a small town, consider institutions in that setting.
- Housing:
Is school-owned/operated housing available? Is it coed?
- Programs offered:
Do they match your goals?
- Quality of academic program:
Look for small class size, low student to teacher ratio, a dedicated faculty, and (for appropriate majors) research opportunities, internship programs, or study abroad opportunities.
- Will the programs build your employability skills?
- Financial aid:
What programs are available?
- Campus life:
What extracurricular activities are available? Do they match your interests?



Be Informed About Selecting a College (Cont.)

What colleges look for in a student

You can improve your chances of being accepted by a college if you keep this list in mind:

- academic preparation; challenging coursework; high marks in a range of courses
- SAT or ACT scores, rank in class
- extracurricular activities (commitment rather than quantity)
- recommendations from teachers and others
- written self-expression and verbal expression
- leadership abilities
- interest and enthusiasm for the college



Action steps to take:

- Obtain a schedule, find out when classes start and where they will be held.
- Find out the length of the program.
- Ask about costs and fees, and financial aid.
- Ask about the application procedure and deadlines, and file the application by the deadline.
- Make appointments and visit the colleges you select.
- Meet faculty in your area of interest, take a campus tour, talk with students.
- Find out how courses are taught: lecture, hands-on, or group discussion.
- Find out the placement rate: how many people get jobs after completing the program.
- Find out if job placement help is available after completing the program.
- Ask people to serve as references.

For More Information

- *Choices* computer programs
- www.ribghe.org, web site of the RI Office of Higher Education
- college catalogs and reference books in library or guidance office
- www.collegeplanningcenter.org

Be Informed About Alternatives to College

Almost every occupation requires some education or training beyond high school graduation, ranging from a few hours of on-the-job training to many years in a university. Every job does not require a four-year college degree; some technical occupations with excellent pay and working conditions require only a two-year degree or less. Some of the options are referenced below.

Technical/Career Schools

Career schools offer courses preparing for particular occupations, such as cosmetologist, medical assistant, or communication systems installer. These courses typically range from a few months to two years, and offer (in many cases) a certificate rather than a degree. A list of these schools in Rhode Island is on page 15. These schools are not state supported, and tuition is generally higher than at public institutions such as the community college. A high school diploma or GED is usually the only credential required for admission.

Apprenticeship

Apprenticeship is a combination of on-the-job training and related classroom instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Apprentices work and learn for one to five years (depending on occupation) under the direction of experienced workers called journey workers. As they gain skill, they are compensated through an increase in wages. After successful completion of on-the-job training and classroom training, apprentices receive a “Certificate of Completion” issued by the State Apprenticeship Council.



Applicants for apprenticeship programs must be at least 16 years old and meet the program sponsor’s (employer) qualifications. Generally, applicants must satisfy the sponsor that they have the ability, aptitude, and education to master the rudiments of the occupation and complete the related required program. Employers may be individual employers or an association of employers with or without the participation of labor unions.

Almost any occupation can be apprenticed, but most often they are in construction or other trades which require both physical and mental skills. Examples are: automotive technician, camera operator, commercial designer, electrician, locksmith, paramedic, and plumber.

Job Corps

The Exeter Job Corps Academy is a residential training program for men and women age 16-24 who have limited financial resources. It provides vocational, academic, and social interaction training, the opportunity to earn a GED and driver’s license, and college level courses. This is available at no financial cost if you are willing to commit to your success in the program.



The newly constructed Exeter Job Corps Academy, located in the quiet, serene countryside of Exeter, RI, is housed in an education and training building, a three-wing dormitory, student union, library, gym, cafeteria, and auditorium. It can accommodate up to 200 residential students, and is fully handicap accessible.

At Job Corps, students choose to live on campus or commute. In an individualized program each works at his/her own speed and plans for graduation from the chosen training program. Job Corps is about long-term career success – first you gain the practical skills you need, then Job Corps helps you find a job that’s right for you.

Be Informed About Alternatives to College (Cont.)

The Military

The military services provide a wide variety of training programs to develop skills, many of which can be the basis of a civilian career. Everyone in the military is trained in a job specialty. Many military schools offer high-tech training and some are accredited so you can earn college credits as you learn. Aptitudes, physical ability, motivation and determination all help decide which military job is most suitable.

There are many reasons for someone to consider joining the military. If you are interested in attending college sometime in the future, the Montgomery GI Bill gives you financial help for college if you serve on active duty or part-time in the Rhode Island Army National Guard or other Reserve branches. The military has several other ways to help servicemen further their education. The Army and Navy College Fund Program can raise that educational benefit when combined with the Montgomery GI Bill. While on active duty, the military encourages you to advance your higher education and will pay 75% of all approved course tuition at accredited colleges.

The military has many other perks available to its members.

Health care – Complete medical and dental care at no cost. If you have a family, they may be covered for a small enrollment fee or an annual deductible.

Paid vacation – In the military you receive 30 days paid vacation per year while on active duty status.

Retirement – You can retire from the military in only 20 years and receive a pension for the rest of your life (active duty collects immediately after 20 years, National Guard and Reserves collect at age 60).

Recruiting offices are located in several communities in Providence, Warwick, Johnston, Wakefield and Newport, Rhode Island. Check with your school counselor for information, or call a recruiting office (look in phone directory blue pages under “US Offices”).

Certification

There are hundreds of programs in which higher education institutions, trade or professional associations, or other groups provide training and certify individuals as having skills in a particular occupation. Some you may be familiar with are the certifications of the Society of Automotive Engineers (SAE) for auto mechanics, the Cisco and Microsoft programs in computer technology, and the Chartered Life Underwriter program in the insurance industry.



For More Information:

Technical/Career Schools:	See list of schools on page 15
Apprenticeship:	www.dlt.ri.gov/apprenticeship or call (401) 462-8536 (Department of Labor and Training, Apprenticeship)
Job Corps:	call 1-800-97-BEGIN or http://bostonregion.jobcorps.gov/Campuses/Exeter.htm
Military:	www.1800goguard.com www.myfuture.com www.bridges.com/mcows/military.htm
Certification:	www.careertools.org/certification

Be Informed About Financial Aid

Education costs money, but it's a good investment because it greatly increases the likelihood of higher future income. There are many sources and kinds of financial aid, and certain steps you can take to receive it.

Types of Financial Aid

Scholarships — Usually based on merit or academic record. (Good grades in high school DO pay off.) Some scholarships are for members (or children of members) of particular groups.

Grants — Money provided without an obligation to repay.

Loans — Money loaned at low interest. Must be repaid after graduation.

Work study — A part-time job, which may be related to the course of study, providing both income and work experience. (You can include it on your resume.)



Where to Look for Financial Aid

Sources of financial aid, especially scholarships, are sometimes in unexpected places. Check with your employers and organizations you belong to, and ask your parents to do the same. Sometimes scholarships are available to children of employees, or to children of members of an organization of some kind. *Choices* provides a comprehensive system of identifying such sources, but you should also ask around.

Financial Aid Tips

- \$ Don't assume you're not eligible. EVERYONE qualifies for some form of financial aid, regardless of income. You won't know what you qualify for until you apply!
- \$ Begin searching for private scholarships and grants at least one year prior to your intended start date.
- \$ For federal aid you MUST complete a Free Application for Federal Student Aid (FAFSA) soon after January 1st in each year you intend to enroll in school. (Applications on-line at www.fafsa.ed.gov, or visit your guidance office.)
- \$ Deadlines! Pay close attention to admissions and financial aid deadlines at each school to which you apply.
- \$ Keep copies of all your admissions and financial aid paperwork.
- \$ If you want a college major which is not available in Rhode Island, check out the Regional Student Program, administered by the New England Board of Higher Education, through which you can attend college in another state and save on tuition. (see For More Information on following page)

Be Informed About Financial Aid (Cont.)

Beware of Scams:

Be alert to “degree mills” which offer a distance education program which leads to a “degree” with little or no investment of time or money (and little or no value!). Be sure that any school you are interested in is approved to grant degrees by the state (or nation) in which it is located. Also, find out whether it is accredited by an organization recognized by the US Department of Education (check www.ed.gov/admins/finaid/accred/index.html for information). If the career you are interested in has a professional license, contact the appropriate licensing board to ensure that the program you consider meets the requirements of that board.

Beware of scams and services that will search for financial aid money for you for a fee. This type of fraud is illegal!

“This scholarship is guaranteed or your money back.”

No one can guarantee that they will get you a grant or scholarship. Guarantees often have conditions or strings attached.

“You can’t get this information anywhere else.”

There are many free lists of scholarships available. Check with your school or library before paying someone to do the work for you.

“May I have your credit card or bank account number to hold this scholarship?”

Don’t give out your credit card or bank account number without getting full information in writing. It may be a set-up for an unauthorized withdrawal from your account.

“We’ll do all the work.”

There is no way around it. You must apply for scholarships or grants yourself.

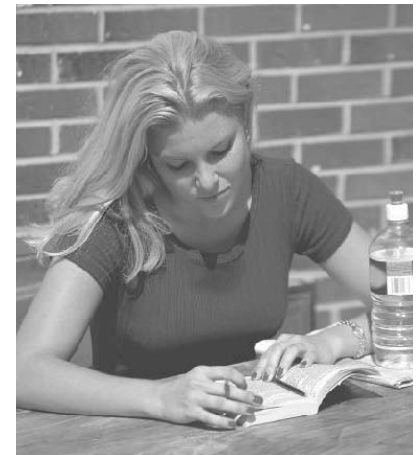
“The scholarship will cost some money.”

Don’t pay anyone who claims to be “holding” a scholarship or grant for you. Free money shouldn’t cost a thing.

“You’ve been selected” by a ‘national foundation’ to receive a scholarship, or “You’re a finalist” in a contest that you never entered.

Before you send money to apply for a scholarship, check it out. Make sure the foundation or program is legitimate.

Check with your school guidance counselor or local librarian for free information about scholarships before you pay someone for the same scholarship lists.



For More Information:

Meet with your school counselor.

Rhode Island Scholarships: www.rischolarships.com.

RI Board of Governors for Higher Education: www.ribghe.org Select “Preparing for College,” and look for the financial aid selection on the next web page which has links to almost all the information you’ll need.

FinAid: www.finaid.org contains information on loans, scholarships, military aid, applications.

Choices or eChoices or CX Online computer programs.

The Student Guide - Financial Aid from the US Department of Education (in English and Spanish)

http://studentaid.ed.gov/students/publications/student_guide/index.html. Also available in print form at no cost.

Regional Student Program: www.nebhe.org or check *The Apple Book for Rhode Island Residents*, available online at that site or from public libraries or other distribution sites.

Be Informed About Occupations

Before you seriously investigate occupations, be sure that you understand your interests and skills, as described in the preceding pages. This will help you to concentrate on occupations which are a good match for you. Use the information on common Rhode Island occupations on pages 24-39 and the resources listed under “For more information,” below. Occupational information on these pages is grouped by industry-based cluster, and will provide answers to the questions below.

What do workers do in that occupation?

The brief description following the occupational title tells what these workers do.

How hard will it be to get a job in this occupation?

How many people are employed?

Is it a growing occupation?

Growing occupations have more job opportunities, particularly if the number employed is large. The column headed “# Employed, Avg. growth, %

growth” provides this information about Rhode Island employment. The top number shown is the number of persons employed in this occupation in 2002. The middle figure is the number of openings expected each year to 2012. The bottom number is the annual percent of expected growth to 2012. Occupations with larger numbers of openings and higher percent of growth are likely to be the easiest in which to find jobs.



How much money does the average worker make?

Everyone’s favorite information! The top figure in the “Entry Wage, Holland Code” column is the average entry level hourly wage in Rhode Island in May 2004. For a few



occupations, such as teacher, it is not possible to estimate hourly wage. In these cases, the annual wage is given.

Will my interests match the occupation?

Below the wage data is a one to three letter “Holland Code” for that occupation. See page 5 for an explanation. If your Holland Code is close to that of the occupation, you will probably be more successful.

How much skill or training is needed for entry-level jobs?

Each occupation is assigned to a “Job Zone,” which is an estimate of the combined experience and education required for a beginning worker. In some cases a person may be qualified due to extensive experience rather than training or education. The Job Zone system takes this into account. Job Zones are described on the next page.

What specific education is needed for entry-level?

Increasingly, employment requires post-secondary education of some kind. This may be a college degree (associate’s, bachelor’s, or more). It may also be career school, apprenticeship, or other formal program, or less formal on-the-job training.



For More Information:

- The *Choices* computer program for extensive information on several hundred occupations.
- RI Red www.dlt.ri.gov/rired
- *Occupational Outlook Handbook*, in libraries, guidance offices, and at <http://www.bls.gov/oco/home.htm>.
- O*NET at <http://online.onetcenter.org> for details on duties, skills, and similar information.

Job Zones

The Job Zone indicates the preparation (formal education, experience, or a combination of the two) needed to obtain an entry-level job in an occupation.

Job Zone One: *Little or No Preparation Needed.* No previous work-related skill, knowledge, or experience is needed. High school diploma or GED certificate may be required. Some require formal training to obtain a license. Workers need from a few days to a few months of training. Usually an experienced worker could demonstrate how to do the job. Examples include bus drivers, general office clerks, home health aides, and waiters/waitresses.



Job Zone Two: *Some Preparation Needed.* Previous work related skill, knowledge, or experience may be helpful, but usually is not needed. High school diploma usually required. Some vocational training or job-related course work may be required. An associate's or bachelor's degree could be needed. Employees need from a few months to one year working with experienced employees. Examples include drywall installers, fire inspectors, pharmacy technicians, retail salespersons, and tellers.

Job Zone Three: *Medium Preparation Needed.* Previous work-related skill, knowledge, or experience is required. For example, an electrician must complete three or four years of apprenticeship or several years of vocational training, and pass a licensing exam. Most occupations require vocational school, related on-the-job experience, or an associate's degree. Some require a bachelor's degree. Employees usually also need one or two years of on-the-job experience and informal training with experienced workers. These occupations usually require communication and organizational skills to coordinate, supervise, manage, or train others. Examples include dental assistants, electricians, legal secretaries, and recreation workers.

Job Zone Four: *Considerable Preparation Needed.* A minimum of two to four years of work-related skill, knowledge, or experience is needed. For example, an accountant must complete four years of college and work for several years in accounting to be considered qualified. Most of these occupations require a bachelor's degree, but some do not. Employees in these occupations usually need several years experience, on-the-job training, and/or vocational training. Many of these occupations involve coordinating, supervising, managing, or training others. Examples include chefs and head cooks, computer programmers, historians, pharmacists, and police detectives.

Job Zone Five: *Extensive Preparation Needed.* Extensive skill, knowledge, and experience needed. Many require more than five years of experience. For example, surgeons must complete four years of college and an additional five to seven years of specialized medical training. A bachelor's degree is the minimum formal education required for these occupations. They may require a master's degree, and some require a doctorate. Employees may need some on-the-job training, but most of these occupations assume that the person will already have the required skills, knowledge, experience, and/or training. These occupations often involve coordinating, training, supervising, or managing the activities of others. Very advanced communication and organizational skills are required. Examples include lawyers, managing editors, social psychologists, and surgeons.



Agriculture, Food Production, and Natural Resources



This cluster includes occupations relating to planning and managing agriculture, food, fiber, and natural resources. Included are agricultural production and marketing, fishing, horticulture and landscaping services, conservation of land and water resources, and the development and maintenance of recreational resources. Also included are mining and extraction operations.

Occupations in this cluster range from low-pay, low-skill such as Nonfarm Animal Caretakers to very demanding scientific and management occupations.

Occupation, O*NET Code, Description	# Employed Ann. Openings % Growth	Entry Wage Holland Code	Training/ Education Level
Agricultural Managers (11-9011) Make production, financial, and marketing decisions relating to farms, nurseries, or other agricultural establishments. Prepare cost, production, and other records.	119 2 1.2%	n/a ERC	Job Zone 4 Bachelor's
Farmworkers and Laborers (45-2092) Plant, cultivate, and harvest crops. May also tend to livestock. Use hand tools. May construct or repair farm structures.	481 6 1.1%	\$8.33 RCI	Job Zone 1 Short OJT
Fishers (45-3011) Use nets, fishing rods, traps, or other equipment from boat or other location to catch fish or other aquatic animals for human consumption or other uses.	n/a n/a n/a	n/a RE	Job Zone 1 Short OJT License
Food Scientists and Technologists (19-1012) Study food processing; analyze content; discover new sources; research food safety and nutrition; and determine best ways to process, store, and distribute food.	n/a n/a n/a	n/a IR	Job Zone 4 Master's
Landscape Architects (17-1012) Plan and design land areas for projects such as parks, airports, highways, hospitals, schools, land subdivisions, and commercial, industrial, and residential sites.	19 0 0.5%	\$21.33 ARI	Job Zone 4 Bachelor's License
Landscaping and Groundskeeping Workers (37-3011) Landscape or maintain property using hand or power tools. Tasks may include sod laying, mowing, planting, fertilizing, and installation of landscaping structures.	4,539 39 0.8%	\$8.69 R	Job Zone 1 Short OJT
Nonfarm Animal Caretakers (39-2021) Feed, water, groom, bathe, exercise, or otherwise care for pets and other nonfarm animals such as zoo animals. May work in kennels, animal shelters, zoos, and aquariums.	443 10 1.8%	\$7.71 R	Job Zone 1 Short OJT
Purchasing Agents and Buyers, Farm Products (13-1021) Purchase farm products, including Christmas trees, grain, or tobacco, either for further processing or for resale.	125 1 0.9%	n/a ECR	Job Zone 4 Bachelor's License
Refuse and Recyclable Material Collectors (53-7081) Collect and dispose of refuse or recyclable materials from residences or businesses. May drive truck.	295 3 0.8%	\$13.95 RC	Job Zone 1 Short OJT
Supervisors/Managers of Landscaping and Groundskeeping (37-1012) Plan and coordinate activities of workers in landscaping or groundskeeping such as planting, fertilizing, or constructing landscape features.	651 4 0.6%	\$15.59 R	Job Zone 4 Bachelor's
Veterinarians (29-1131) Diagnose and treat diseases and dysfunctions of animals. May engage in a particular function, such as research and development, technical writing, sale or production of commercial products, or rendering of technical services.	244 6 2.1%	\$31.42 IRA	Job Zone 5 Doctorate License
Water and Waste Treatment Plant/System Operators (51-8031) Operate or control an entire process or system of machines, often through the use of control boards, to transfer or treat water or liquid waste.	298 3 0.8%	\$15.36 RC	Job Zone 2 Long OJT License
Zoologists and Wildlife Biologists (19-1023) Study the origins, behavior, diseases, genetics, and life processes of animals. May specialize in wildlife research and management, including the use of land and water areas.	42 0 0.2%	n/a IRC	Job Zone 5 Master's

Architecture and Construction

This cluster includes occupations relating to designing, planning, managing, building, and maintaining physical structures such as industrial, commercial, and residential facilities and buildings, as well as physical structures such as roadways and bridges.

All occupations in this cluster are projected to grow. Professional and management occupations generally require a college degree, and some require a license. Many of the occupations are highly skilled trades which require a lengthy apprenticeship or extensive post-secondary training, and some require a license.



Occupation, O*NET Code, Description	# Employed Ann. Openings % Growth	Entry Wage Holland Code	Training/ Education Level
Architects (17-1011) Determine client's needs. Plan and design structures such as private residences, office buildings, theaters, factories, and other structural property.	181 4 1.6%	\$24.72 ARI	Job Zone 4 Bachelor's License
Brickmasons and Blockmasons (47-2021) Construct or repair walls and other structures using brick, structural tile, concrete block, and similar substances held in place with mortar.	306 7 1.8%	n/a R	Job Zone 3 Long OJT
Carpenters (47-2031) Construct or repair structures made of wood, such as building framework, stairways, window and door frames, and hardwood floors. May install cabinets, siding, drywall, and insulation.	5,320 95 1.5%	\$14.43 R	Job Zone 3 Long OJT
Civil Engineering Technicians (17-3022) Apply theory and principles of civil engineering in construction and maintenance of structures and facilities under the direction of engineering staff or physical scientists.	n/a n/a n/a	n/a RIC	Job Zone 4 Associate's
Construction Managers (11-9021) Plan and direct, usually through subordinate supervisory personnel, the construction and maintenance of structures, facilities, and systems.	681 17 2.0%	\$31.06 ERC	Job Zone 4 Bachelor's
Electricians (47-2111) Install, maintain, and repair electrical wiring, equipment, and fixtures. Ensure that work is in accordance with relevant codes.	1,936 39 1.7%	\$18.43 RI	Job Zone 3 Long OJT License
Heating, Air Conditioning, and Refrigeration Mechanics and Installers (49-9021) Install or repair heating, central air conditioning, or refrigeration systems, including oil burners and heating stoves.	787 28 2.6%	\$15.41 RC	Job Zone 4 Tech School
Maintenance and Repair Workers, General (49-9042) Keep machines, mechanical equipment, or structure in repair using skills of two or more maintenance or craft occupations.	3,554 42 1.0%	\$12.52 RC	Job Zone 3 Long OJT
Painters, Construction and Maintenance (47-2141) Paint walls, equipment, buildings and other surfaces, using brushes, rollers, or spray guns. May remove old paint to prepare surface prior to painting.	1,600 26 1.4%	\$12.76 R	Job Zone 4 Medium OJT
Plumbers, Pipefitters, and Steamfitters (47-2152) Install and repair pipe systems or pipelines that carry water, steam, air, or other liquids or gases. May install heating, cooling equipment, and mechanical control systems.	2,320 35 1.3%	\$15.78 R	Job Zone 3 Long OJT License
Property and Real Estate Managers (11-9141) Plan, direct, or coordinate selling, buying, leasing, or governance activities of commercial, industrial, or residential real estate properties.	543 7 1.1%	\$16.59 EC	Job Zone 4 Bachelor's
Sheet Metal Workers (47-2211) Fabricate, assemble, install, and repair sheet metal products and equipment, such as ducts, control boxes, drainpipes, and furnace casings.	603 15 1.9%	n/a R	Job Zone 3 Medium OJT License
Surveyors (17-1022) Make exact measurements and determine property boundaries. Provide data relevant to the shape, location, elevation, or dimension of land or land features on or near the earth's surface.	176 1 0.4%	\$16.93 IE	Job Zone 4 Bachelor's License



Arts, A/V Technology, and Communications

This cluster includes occupations relating to the visual arts, communication, and communication technology. These occupations require creativity and allow for independent work. This work includes designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Occupations relating to the non-creative production of such products are included in Manufacturing.

Most of the occupations listed require substantial preparation. Most require a college degree, and many require extensive skill developed through years of experience.

Occupation, O*NET Code, Description	# Employed Ann. Openings % Growth	Entry Wage Holland Code	Training/ Education Level
Actors (27-2011) Play parts in stage, television, radio, video, or motion picture production for entertainment, information, or instruction. Interpret serious or comic role by speech, gesture, and body movement.	n/a n/a n/a	n/a AES	Job Zone 3 Bachelor's
Broadcast Technicians (27-4012) Set up, operate, and maintain electronic equipment used to transmit radio and television programs. Regulate audio and visual signal during broadcasts.	152 2 1.3%	n/a RA	Job Zone 4 Associate's
Commercial and Industrial Designers (27-1021) Combine artistic talent with research on product use, marketing, and materials to create functional and appealing designs of products.	338 0 0.0%	n/a ARE	Job Zone 4 Bachelor's
Desktop Publishers (43-9031) Format text and graphic elements into an attractive format using computer software. Complete work in publication-ready form.	56 2 2.4%	\$13.27 RAC	Job Zone 4 Associate's
Editors (27-3041) Perform variety of editorial duties, such as laying out, indexing, and revising content of written materials, in preparation for final publication.	301 1 0.3%	n/a ASE	Job Zone 4 Bachelor's
Fine Artists, Including Painters, Sculptors, and Illustrators (27-1013) Create original artwork using any of a wide variety of mediums and techniques.	155 1 0.5%	\$14.58 AR	Job Zone 4 Bachelor's
Musicians and Singers (27-2042) Play musical instruments or entertain by singing as an individual or in a group. This occupation includes arrangers, composers, directors, and orchestrators.	468 4 0.7%	n/a A	Job Zone 5 Long OJT
Photographers (27-4021) Work in artistic, commercial, news, scientific, or industrial fields using camera equipment to photograph people, objects, materials, or scenery.	889 13 1.3%	n/a AR	Job Zone 3 Bachelor's
Producers and Directors (27-2012) Produce or direct stage, television, radio, video, or motion picture productions for entertainment, information, or instruction.	148 2 1.3%	\$15.97 AE	Job Zone 4 Bachelor's
Public Relations Specialists (27-3031) Promote or create good will for individuals, groups, or organizations by writing favorable publicity material and releasing it to media. May prepare displays and make speeches.	693 17 2.0%	\$16.79 EAS	Job Zone 4 Bachelor's
Radio and Television Announcers (27-3011) Talk on radio or television. May interview guests, act as master of ceremonies, read news, identify station by giving call letters, or announce song title and artist.	n/a n/a n/a	n/a ASE	Job Zone 2 Post-Sec.
Reporters and Correspondents (27-3022) Collect or analyze facts about newsworthy events by interview, investigation, or observation. May report and write stories for newspaper, magazine, radio, or television.	n/a n/a n/a	n/a AIE	Job Zone 4 Bachelor's
Writers and Authors (27-3043) Originate and prepare written material, such as scripts, stories, advertisements, and other material. May research topic to obtain information for inclusion.	341 4 1.0%	n/a A	Job Zone 4 Bachelor's

Business, Management, and Administration

This cluster includes occupations relating to planning, managing, and providing administrative support, information processing, accounting, and human resource management services and related business management services. These services support all other industries. Occupations which are found only in one of the other clusters are included in that cluster.

In general, the occupations in this cluster which require higher levels of preparation (management and professional) are projected to grow, while those which require less preparation (clerical) are projected to decline. This is, in part, because computers and other technical advances make it possible to accomplish the same work with fewer workers.



Occupation, O*NET Code, Description	# Employed Ann. Openings % Growth	Entry Wage Holland Code	Training/ Education Level
Accountants and Auditors (13-2011) Give financial advice or prepare statements. Install or advise on systems of recording costs or other financial and budgetary data.	4,580 96 1.7%	\$20.86 CE	Job Zone 4 Bachelor's License
Administrative Services Managers (11-3011) Plan, direct, or coordinate support services of an organization, such as recordkeeping, mail distribution, telephone operator/receptionist, and other office functions.	660 10 1.3%	\$25.77 ECS	Job Zone 4 Bachelor's
Bookkeeping, Accounting, and Auditing Clerks (43-3031) Compute, classify, and record numerical data to keep financial records complete. Perform routine calculating, posting, and verifying duties.	8,238 6 0.1%	\$12.67 CE	Job Zone 2 Post-Sec. Education
Customer Service Representatives (43-4051) Interact with customers to provide information in response to inquiries about products and services and to handle and resolve complaints.	7,711 139 1.5%	\$10.28 CES	Job Zone 2 Post-Sec. Education
File Clerks (43-4071) File correspondence cards, invoices, receipts, and other records in alphabetical, numerical, or other order. Locate and remove requested material from the file.	901 0 -0.5%	\$8.68 CE	Job Zone 1 Short OJT
General and Operations Managers (11-1021) Plan, direct, or coordinate the operations of companies or public and private sector organizations. May formulate policies, manage operations, and plan the use of resources.	4,192 49 1.0%	\$25.90 ECS	Job Zone 4 Bachelor's
Human Resources Managers (11-3040) Conduct recruitment, training, placement, compensation, and development programs for employees of a company or organization.	638 10 1.4%	n/a ESC	Job Zone 4 Bachelor's
Office Clerks, General (43-9061) Perform a variety of duties requiring limited knowledge of office systems and procedures. Duties assigned according to office procedures of the employer.	8,535 35 0.4%	\$9.21 C	Job Zone 1 Short OJT
Purchasing Agents, Except Wholesale, Retail, and Farm Products (13-1023) Purchase machinery, equipment, tools, parts, supplies, or services necessary for the operation of an establishment.	952 4 0.4%	\$18.44 EC	Job Zone 4 Bachelor's
Purchasing Managers (11-3061) Plan, direct, or coordinate the activities of buyers, purchasing officers, and related workers involved in purchasing materials, products, and services.	213 0 -0.3%	\$29.65 ECS	Job Zone 4 Bachelor's
Receptionists and Information Clerks (43-4171) Answer inquiries and obtain information for general public, customers, visitors, and others. Provide information on establishment, office locations, and employees.	3,616 79 1.8%	\$9.62 CES	Job Zone 1 Short OJT
Secretaries, except Legal, Medical, and Executive (43-6014) Perform clerical and routine administrative functions such as preparing correspondence, scheduling appointments, filing, or providing information.	7,361 0 -0.6%	\$11.51 CES	Job Zone 2 Post-Sec. Education
Word Processors and Typists (43-9022) Use word processing/computer or typewriter to type letters, reports, forms, or other material from rough draft, corrected copy, or voice recording.	1,196 0 -3.3%	\$13.20 CR	Job Zone 2 Post-Sec. Education



Education and Training

This cluster includes occupations dealing with planning, managing, and providing education and training services, and related learning support services including library and information services.

A serious shortage of qualified teachers is developing nationally, in part, because many teachers are reaching retirement age. The shortage, which is expected to be less serious in Rhode Island, is still significant.

All occupations in Education are projected to grow. Most require a college degree, and many require a master's degree. Because of a nonstandard work schedule, some wages are reported as an annual salary.

Occupation, O*NET Code, Description	# Employed Ann. Openings % Growth	Entry Wage Holland Code	Training/ Education Level
Adult Literacy, Remedial Education, and GED Teachers (25-3011) Instruct out-of-school youths and adults in remedial education, General Educational Development, literacy, or English as a second language.	300 5 1.5%	\$13.13 SA	Job Zone 4 Bachelor's
Education Administrators, Elementary and Secondary School (11-9032) Plan, direct, or coordinate the academic, clerical, or auxiliary activities of public or private elementary or secondary schools.	857 12 1.3%	\$72,050/yr SEI	Job Zone 4 Master's License
Education Administrators, Preschool and Child Care Center Program (11-9031) Plan, direct, or coordinate the academic and nonacademic activities of preschool and child care centers or programs.	191 4 1.6%	\$15.62 SEI	Job Zone 4 Bachelor's
Educational, Vocational, and School Counselors (21-1012) Counsel individuals and provide group guidance services in academic, personal, and career development.	887 8 0.8%	\$17.10 SA	Job Zone 4 Master's License
Elementary School Teachers, Except Special Education (25-2021) Teach pupils in public or private schools at the elementary level basic academic, social, and other formative skills.	4,993 44 0.8%	\$39,500/yr SAI	Job Zone 4 Bachelor's License
Kindergarten Teachers, Except Special Education (25-2012) Teach elemental natural and social science, personal hygiene, music, art, and literature to children from 4 to 6 years old.	521 10 1.6%	\$34,530/yr SA	Job Zone 4 Bachelor's License
Librarians (25-4021) Administer libraries and perform related library services in public libraries, schools, colleges and universities, corporations, government agencies, law firms, and other organizations.	936 7 0.7%	\$19.32 AC	Job Zone 4 Master's
Library Assistants, Clerical (43-4121) Compile records. Locate library materials for loan and replace material in shelving area, stacks, or files. Register patrons to permit them to borrow materials.	492 7 1.3%	\$8.54 CR	Job Zone 1 Short OJT
Library Technicians (25-4031) Assist librarians by helping readers use resources. Compile records, sort and shelf books, remove or repair damaged books.	592 6 1.0%	\$10.61 CS	Job Zone 4 Short OJT
Preschool Teachers, Except Special Education (25-2011) Instruct children (normally up to 5 years of age) in activities to promote social, physical, and intellectual growth.	1,355 28 1.7%	\$11.57 SA	Job Zone 4 Bachelor's
Secondary School Teachers, Except Special and Vocational Education (25-2031) Instruct students in secondary public or private schools in subjects such as English, mathematics, or social studies.	4,285 50 1.1%	\$40,810/yr SAI	Job Zone 4 Bachelor's License
Special Education Teachers (25-2041-2-3) Teach educationally and physically handicapped students. Includes teachers who specialize in work with audibly and visually handicapped students and the mentally impaired.	2,059 47 2.3%	\$34,610 to \$42,950/yr SA	Job Zone 4 Bachelor's License
Teacher Assistants (25-9041) Under supervision of a teacher or other professional, perform duties that are instructional in nature or deliver direct services to students or parents.	5,317 85 1.4%	\$17,660/yr SC	Job Zone 3 Associate's

Finance

This cluster includes occupations relating to planning, managing, and providing banking, investment, financial planning, economics, and insurance services.

Professional and managerial occupations in this cluster, with the exception of Insurance Sales Agents and Insurance Underwriters, are projected to grow by the year 2012. Clerical positions are projected to decline. Teller positions, for example, will not increase much in number (although there will be a number of job openings) because banks are encouraging the use of automated teller machines (ATMs) rather than tellers.



Occupation, O*NET Code, Description	# Employed Ann. Openings % Growth	Entry Wage Holland Code	Training/ Education Level
Bill and Account Collectors (43-3011) Notify customers of delinquent accounts by mail, phone, or personal visit. Receive payment or initiate repossession proceedings or service disconnection.	802 14 1.5%	\$11.97 CE	Job Zone 2 Short OJT
Brokerage Clerks (43-4011) Perform clerical duties involving purchase or sale of securities such as writing orders, computing transfer taxes, accepting and delivering securities, and computing equity.	407 1 0.2%	\$13.79 CE	Job Zone 2 Short OJT
Financial Analysts (13-2051) Gather financial information, analyze it, and make recommendations affecting investment programs of public or private institutions.	774 21 2.2%	\$21.55 ICE	Job Zone 5 Bachelor's
Financial Managers (11-3031) Plan, direct, and coordinate accounting, investing, banking, insurance, securities, and other financial activities of a branch, office, or department of an establishment.	1,836 31 1.5%	\$35.05 ECS	Job Zone 5 Bachelor's
Insurance Adjusters, Examiners, and Investigators (13-1031) Adjusters investigate insurance claims. Examiners determine liability and settle claims. Investigators review claims to detect irregularities.	1,436 10 0.6%	n/a EI	Job Zone 3 Long OJT
Insurance Claims and Policy Processing Clerks (43-9041) Process new insurance policies, modifications to existing policies, and claim forms. Obtain information to verify claims, applications, and records.	1,491 0 -0.1%	\$11.40 CE	Job Zone 2 Medium OJT
Insurance Sales Agents (41-3021) Sell life, property, casualty, health, automotive, or other types of insurance. May also sell mutual funds, retirement funds, and other financial products.	2,175 0 -0.3%	n/a ESC	Job Zone 3 Bachelor's License
Insurance Underwriters (13-2053) Review individual applications for insurance to evaluate degree of risk involved and determine acceptance of applications.	504 3 0.5%	\$16.68 CE	Job Zone 4 Bachelor's
Loan Officers (13-2072) Evaluate, authorize, or recommend approval of commercial, real estate, or credit loans. Advise borrowers on financial status and methods of payments.	1,484 35 1.9%	\$19.21 ESC	Job Zone 4 Bachelor's
New Accounts Clerks (43-4141) Interview persons desiring to open bank accounts. Explain banking services available to prospective customers and assist them in preparing applications.	126 2 1.4%	\$11.50 CES	Job Zone 2 Long OJT
Securities and Commodities Sales Agents (41-3031) Buy and sell securities in investment and trading firms, or sell financial services to businesses and individuals. Provide loan, tax, and securities counseling.	1,281 41 2.4%	\$20.48 EC	Job Zone 3 Bachelor's License
Tax Preparers (13-2082) Prepare tax returns for individuals or small businesses, but do not have the background or responsibilities of an accredited or certified public accountant.	167 4 2.0%	\$7.26 CE	Job Zone 2 Short OJT
Tellers (43-3071) Receive and pay out money. Keep records of money and negotiable instruments involved in the financial institution's various transactions.	1,699 24 1.2%	\$10.15 CE	Job Zone 2 Short OJT

Government and Public Administration



This cluster includes occupations dealing with planning, managing, and providing government, legislative, administrative, and regulatory services and related general purpose government services at the federal, state, and local levels.

Occupations listed in Government and Public Administration are those which are found only in government and public administration. Occupations which are also found in other clusters are listed in those clusters. Government services occupations are listed in Law, Public Safety and Security if they are related to that category. Government office occupations are sometimes the same as in other industries.

Occupation, O*NET Code, Description	# Employed Ann. Openings % Growth	Entry Wage Holland Code	Training/ Education Level
Compliance Officers, Except Agriculture, Construction, Health and Safety, and Transportation (13-1041) Verify conformity with laws and regulations governing collection of taxes, and licenses and permits.	583 5 0.8%	\$20.47 n/a	Job Zone 3 Bachelor's
Court, Municipal, and License Clerks (43-4031) Perform clerical duties in courts of law, municipalities, and government agencies and bureaus which issue licenses.	1,109 3 0.2%	\$13.68 CE	Job Zone 3 Short OJT
Eligibility Interviewers, Government Programs (43-4061) Determine eligibility of applicants for assistance from government programs such as welfare, unemployment benefits, social security, and public housing.	485 1 0.2%	n/a SCE	Job Zone 2 Medium OJT
Tax Examiners, Collectors, and Revenue Agents (13-2081) Determine tax liability or collect taxes from individuals or business firms according to prescribed laws and regulations.	368 1 0.3%	n/a CE	Job Zone 4 Bachelor's
Urban and Regional Planners (19-3051) Develop comprehensive plans and programs for use of land and physical facilities in local jurisdictions such as towns, cities, counties, and metropolitan areas.	171 1 0.3%	\$22.32 IE	Job Zone 4 Bachelor's

Industries Adding the Most Jobs 2002-2012

Industry	Projected Growth
Food Services & Drinking Places	7,886
Educational Services	6,045
Professional, Scientific, & Technical Services	5,263
Ambulatory Health Care Services	5,233
Nursing & Residential Care Facilities	5,070
Hospitals	3,448
Specialty Trade Contractors	3,159
Social Assistance	2,476
Administrative & Support Services	2,400
Credit Intermediation & Related Activities	1,692
Chemical Manufacturing	1,677
Securities, Commodity Contracts, & Other Financial Investments & Related Activities	1,676
Amusement, Gambling, & Recreation Industries	1,596
Management of Companies & Enterprises	1,584
Construction of Buildings	1,172
Accommodation	1,130

Source: 2012 Projections from the RI Department of Labor and Training

Health Science

This cluster includes occupations relating to planning, managing, and providing diagnostic, therapeutic, treatment, and information services in health care and related environmental services. It includes professional, technical, and support occupations in the health science area, with a wide range of education and other requirements and income.

Nearly all of the occupations in this cluster are projected to grow through 2012. The number of elderly persons in the population is increasing, creating a growing need for nursing home, hospital, and home health care. These occupations represent a wide range of required preparation and income potential.



Occupation, O*NET Code, Description	# Employed Ann. Openings % Growth	Entry Wage Holland Code	Training/ Education Level
Dental Hygienists (29-2021) Clean teeth, take x-rays, apply fluoride treatments, and examine oral areas, head and neck to locate decay and disease for the dentist.	626 15 2.0%	\$25.17 SC	Job Zone 3 Bachelor's License
Dentists (29-1021) Examine teeth and tissues of the mouth to diagnose and treat diseases, injuries, and malformations of teeth and gums and related oral structures.	668 0 -0.6%	n/a IRS	Job Zone 5 Doctorate License
Home Health Aides (31-1011) Provide routine personal healthcare, such as bathing, dressing, or grooming, to elderly, convalescent, or disabled persons in their homes or in a residential care facility.	3,068 111 2.7%	\$9.67 SR	Job Zone 1 Short OJT
Licensed Practical and Licensed Vocational Nurses (29-2061) Care for ill, injured, convalescent, or disabled persons in hospitals, nursing homes, clinics, private homes, group homes, and similar institutions.	2,241 29 1.2%	\$18.06 SRI	Job Zone 3 Vocational License
Medical and Clinical Laboratory Technicians (29-2012) Perform routine medical laboratory tests for diagnosis, treatment, and prevention of disease. May work under the supervision of a medical technologist.	423 5 1.1%	\$16.01 RIC	Job Zone 2 Associate's License
Medical and Health Services Managers (11-9111) Plan, direct, or coordinate medicine and health services in hospitals, clinics, managed care organizations, public health agencies, or similar organizations.	1,046 27 2.1%	\$27.94 ES	Job Zone 4 Master's
Medical Assistants (31-9092) Perform administrative and clinical duties under the direction of a physician. Clinical duties may include recording vital signs and medical histories and preparing patients for examination.	1,528 73 3.2%	\$10.06 SC	Job Zone 3 Medium OJT
Medical Secretaries (43-6013) Perform secretarial duties utilizing specific knowledge of medical terminology and hospital, clinic, or laboratory procedures. May schedule appointments and bill patients.	2,667 21 0.7%	\$12.06 CE	Job Zone 3 Vocational
Nursing Aides, Orderlies, and Attendants (31-1012) Provide basic patient care under direction of nursing staff. Perform duties such as feed, bathe, dress, groom, or move patients, or change linens.	7,205 161 1.8%	\$9.94 SR	Job Zone 2 Short OJT License
Pharmacists (29-1051) Dispense drugs prescribed by physicians and other health practitioners and provide information to patients about medications and their use.	1,197 15 1.1%	\$36.98 ICR	Job Zone 4 Bachelor's License
Pharmacy Technicians (29-2052) Fill orders for unit doses and prepackaged drugs under the direction of a pharmacist. Record and store incoming merchandise and inform pharmacists of stock needs.	990 18 1.5%	\$8.89 CR	Job Zone 2 Medium OJT License
Physicians - General Practitioners (29-1062) Diagnose, treat, and help prevent diseases and injuries. Note: Physicians and surgeons are listed by specialty under seven O*NET titles and codes. Projections and wages are for Family & General Practitioners.	734 3 0.3%	\$66.50 I	Job Zone 5 Doctorate License
Registered Nurses (29-1111) Assess patient health problems and needs, develop and implement nursing care plans, and maintain records. May have specialized formal education and function in highly specialized roles.	12,276 324 2.1%	\$22.92 SI	Job Zone 4 Associate's License



Hospitality and Tourism

This cluster includes occupations relating to planning, managing, and providing lodging, food, recreation, convention, tourism, and related planning and support services including travel-related services.

There is a wide range of needed preparation and potential income in these occupations. Most of the State's Career and Technical Centers prepare secondary school students for careers in food services and tourism. Johnson and Wales University provides college level programs in culinary arts and other majors related to this cluster.

Occupation, O*NET Code, Description	# Employed Ann. Openings % Growth	Entry Wage Holland Code	Training/ Education Level
Amusement and Recreation Attendants (39-3091) Schedule use of recreation facilities, maintain and provide sporting or recreational equipment to participants, or operate amusement concessions and rides.	580 17 2.3%	\$7.43 R	Job Zone 1 Short OJT
Combined Food Preparation and Serving Workers, Including Fast Food (35-3021) Perform duties which combine both food preparation and food service.	7,277 202 2.2%	\$7.11 R	Job Zone 1 Short OJT
Cooks, Restaurant (35-2014) Prepare, season, and cook soups, meats, vegetables, desserts, or other foods in restaurants. May order supplies, keep records and accounts, price items on menu, or plan menu.	2,929 66 1.8%	\$9.52 RE	Job Zone 3 Long OJT
Counter Attendants, Cafeteria, Food Concession, and Coffee Shop (35-3022) Serve food to diners at counter or from a steam table. May also wait tables.	2,657 52 1.6%	\$7.06 S	Job Zone 1 Short OJT
Food Preparation Workers (35-2021) Perform a variety of food preparation duties other than cooking, such as preparing cold foods and shellfish, slicing meat, and brewing coffee or tea.	3,043 63 1.7%	\$7.65 RC	Job Zone 1 Short OJT
Food Service Managers (11-9051) Plan, organize, direct, control, or coordinate activities of an organization or department that serves food and beverages.	869 17 1.6%	\$18.14 ECS	Job Zone 4 Experience
Hotel, Motel, and Resort Desk Clerks (43-4081) Register guests and assign rooms, transmit and receive messages, keep records of rooms and guests' accounts, make and confirm reservations, and collect payments.	458 16 2.6%	\$8.95 CES	Job Zone 2 Short OJT
Janitors and Cleaners (37-2011) Keep building clean and orderly. Perform heavy cleaning duties, such as cleaning floors, shampooing rugs, washing walls and glass, and removing rubbish. May tend furnace and boiler.	7,118 65 0.8%	\$7.78 R	Job Zone 1 Short OJT
Lodging Managers (11-9081) Plan, direct, or coordinate activities of a hotel or other organization or department that provides lodging and other accommodations.	175 3 1.6%	\$15.14 ECS	Job Zone 3 Experience
Maids and Housekeepers (37-2012) Perform light cleaning duties in households or commercial establishments. Duties include making beds, replenishing linens, cleaning rooms and halls, and vacuuming.	4,012 64 1.4%	\$8.16 RCS	Job Zone 1 Short OJT
Recreation Workers (39-9032) Conduct recreation activities in public, private, or volunteer agencies or recreation facilities. Organize arts and crafts, sports, games, music, dramatics, camping, and hobbies.	1,108 21 1.6%	\$8.01 SAR	Job Zone 3 Bachelor's
Travel Agents (41-3041) Plan and sell transportation and accommodations for customers. Determine destination, modes of transportation, travel dates, costs, and accommodations required.	559 0 -4.7%	\$11.13 ESC	Job Zone 2 Vocational
Waiters and Waitresses (35-3031) Take orders and serve food and beverages to patrons at tables in dining establishment. May set table and take payment from patron.	10,223 242 1.9%	\$6.87 SE	Job Zone 1 Short OJT

Human Services

This cluster includes occupations relating to planning, managing, and providing individual, family, and community services, including family and work support, religious services, care for the elderly, and social work.

An ongoing need for these services, particularly for recent immigrants and the growing elderly population in Rhode Island, supports an expectation for continued growth.

The occupations in this cluster present a wide range of needed preparation and income potential. In many cases wages are less than in other occupations with comparable skill requirements.



Occupation, O*NET Code, Description	# Employed Ann. Openings % Growth	Entry Wage Holland Code	Training/ Education Level
Child Care Workers (39-9011) Attend to children at schools, businesses, private households, and child care institutions. May be self-employed, providing child care services to families.	4,698 45 0.9%	\$7.92 SA	Job Zone 1 Short OJT
Child, Family, and School Social Workers (21-1021) Provide social services and assistance to improve social and psychological functioning of children and their families.	2,387 40 1.4%	\$15.12 S	Job Zone 4 Master's License
Clergy (21-2011) Conduct religious worship and perform other spiritual functions associated with beliefs and practices of religious faith. Provide spiritual and moral guidance and assistance to members.	699 0 -0.5%	\$16.41 SAE	Job Zone 5 Varies
Directors, Religious Activities and Education (21-2021) Direct and coordinate activities to meet religious needs of a denominational group, including church school programs. May provide counseling.	165 2 1.0%	n/a SEA	Job Zone 5 Varies
Marriage and Family Therapists (21-1013) Diagnose and treat mental and emotional disorders, whether cognitive, affective, or behavioral, within the context of marriage and family systems.	17 0 1.9%	n/a n/a	Job Zone 4 Master's License
Medical and Public Health Social Workers (21-1022) Provide persons, families, or vulnerable populations with the psychosocial support needed to cope with chronic, acute, or terminal illnesses.	288 7 2.0%	\$15.94 S	Job Zone 4 Master's License
Personal and Home Care Aides (39-9021) Assist elderly or disabled adults with daily living activities at the person's home or in a daytime non-residential facility. Duties may include keeping house.	1,743 56 2.4%	\$9.73 SR	Job Zone 2 Short OJT
Residential Advisors (39-9041) Coordinate activities for residents of boarding schools, college fraternities or sororities, college dormitories, or similar establishments.	164 4 2.1%	\$10.81 SC	Job Zone 3 Bachelor's
Social and Human Service Assistants (21-1093) Assist professionals from fields such as psychology, rehabilitation, or social work, to provide services and support for families.	2,116 108 3.4%	\$9.87 SC	Job Zone 3 Bachelor's

For More Information on Occupations:

For RI Data

www.dlt.ri.gov/lmi

Number Employed in Rhode Island

Wage Level: Entry, Average, and Experienced

Estimated Number of Annual Openings

Rate of Growth

www.dlt.ri.gov/rired

Compare Occupations & Industries

Wage Rates, Occupational Profiles

For US Data

www.online.onet.org

Occupation Descriptions

Training/Education Level

Needed Knowledge, Abilities, Skills, Interests,
including Holland Codes

Related Occupations

Wages and Employment Projections



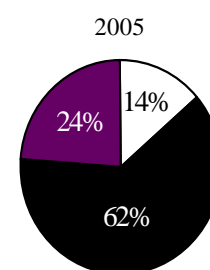
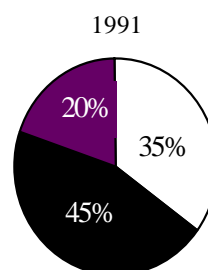
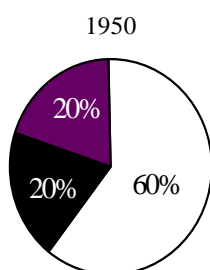
Information Technology

This cluster includes occupations relating to designing, developing, managing, and operating communication and information technology networks and related hardware and software for the recording, storage, transmission, and distribution of voice, video, images, and data, including both telecommunications and computing devices.

Most of the occupations in this cluster require a bachelor's degree and/or extensive experience. Most high schools and the Career and Technical Centers provide basic training to secondary students. Most colleges and post-secondary career and technical schools provide more advanced training, through the doctorate level in some cases.

Occupation, O*NET Code, Description	# Employed Ann. Openings % Growth	Entry Wage Holland Code	Training/ Education Level
Computer and Information Systems Managers (11-3021) Plan, direct, or coordinate activities in such fields as electronic data processing, information systems, systems analysis, and computer programming.	995 31 2.4%	\$36.17 ECI	Job Zone 5 Bachelor's
Computer Programmers (15-1021) Convert project specifications to detailed logical flow charts. Write computer programs to store, locate, and retrieve documents, data, and information. May program web sites.	2,025 24 1.1%	\$20.50 IRC	Job Zone 4 Bachelor's
Computer Support Specialists (15-1041) Provide technical support to computer system users. Answer questions or resolve computer problems for clients.	1,733 39 1.8%	\$14.47 ICR	Job Zone 4 Bachelor's
Computer Systems Analysts (15-1051) Analyze data processing user requirements, procedures, and problems to automate or improve systems. Review computer system capabilities, workflow, and scheduling limitations.	1,935 66 2.5%	\$25.11 ICR	Job Zone 3 Bachelor's
Database Administrators (15-1061) Coordinate changes to computer databases, test and implement the database, applying knowledge of database management systems.	291 13 3.1%	\$23.63 ICR	Job Zone 4 Bachelor's
Network and Computer Systems Administrators (15-1071) Install, configure, and support a local area network (LAN), wide area network (WAN), or Internet system or a segment of a network system.	747 21 2.2%	\$22.34 ECI	Job Zone 4 Bachelor's
Network Systems and Data Communications Analysts (15-1081) Analyze, design, and evaluate network systems such as local area networks (LAN), wide area networks (WAN), and Internet.	340 18 3.4%	\$22.75 IR	Job Zone 4 Bachelor's
Telecommunications Equipment Installers and Repairers (49-2022) Set up, rearrange, or remove switching and dialing equipment in central offices. Service customer's telephone and other communication equipment.	478 4 0.7%	n/a R	Job Zone 3 Vocational
Web Designers, Web Managers (15-1081) Design, create, and test Internet web sites, or maintain and update existing sites. This occupation is included in Network Systems and Data Communications Analysts.	n/a n/a n/a	n/a n/a	New occupation

Job Skill Changes 1950 - 2005



Source: Bureau of Labor Statistics

Professional

Skilled

Unskilled

Law, Public Safety, and Security

This cluster includes occupations relating to planning, managing, and providing judicial, legal, and protective services including professional and technical fire protection and law enforcement.

The majority of occupations in this cluster require medium preparation or more. Police Officers and Fire Fighters are trained in municipal or state training academies after being appointed. Incentives are provided for obtaining additional education, and several colleges provide related programs.



Occupation, O*NET Code, Description	# Employed Ann. Openings % Growth	Entry Wage Holland Code	Training/ Education Level
Animal Control Workers (33-9011) Investigate complaints concerning mistreatment of animals, or control of abandoned, dangerous, or unattended animals.	67 0 0.3%	\$10.24 SR	Job Zone 2 Medium OJT
Correctional Officers and Jailers (33-3012) Guard inmates in penal or rehabilitative institution in accordance with established regulations and procedures. May guard prisoners in transit.	n/a n/a n/a	n/a RS	Job Zone 2 Long OJT
Detectives and Criminal Investigators (33-3021) Conduct investigations related to suspected violations of federal, state, or local laws to prevent or solve crimes.	336 3 0.9%	\$23.71 ES	Job Zone 3 Medium OJT
Emergency Management Specialists (13-1061) Coordinate disaster response or management, and planning and training for natural, wartime, or technological disasters.	59 1 1.1%	\$20.35 ERS	Job Zone n/a
Fire Fighters (33-2011) Control and extinguish fires or respond to emergency situations where life, property, or the environment is at risk. Duties may include emergency medical service.	1,446 4 0.3%	\$18.64 RS	Job Zone 2 Long OJT
Law Clerks (23-2092) Assist lawyers or judges by researching or preparing affidavits and other legal documents and by investigating facts of cases. May meet with clients or assist lawyers and judges in court.	94 0 0.1%	n/a n/a	Job Zone 4 Bachelor's
Lawyers (23-1011) Represent clients in criminal and civil litigation and other legal proceedings, draw up legal documents, and manage or advise clients on legal transactions. May specialize in a single area of law.	2,882 40 1.2%	\$26.48 EC	Job Zone 5 First Prof. License
Legal Secretaries (43-6012) Perform secretarial duties utilizing legal terminology, procedures, and documents. Prepare legal papers and correspondence such as summonses, complaints, and motions.	766 13 1.4%	\$14.15 CE	Job Zone 3 Vocational
Paralegals and Legal Assistants (23-2011) Assist lawyers by researching legal precedent, investigating facts, or preparing and maintaining files of legal documents.	847 25 2.3%	\$15.22 EC	Job Zone 4 Associate's
Police and Sheriff's Patrol Officers (33-3051) Maintain order, enforce laws and ordinances, and protect life and property in an assigned patrol district. Keep complete written record of activities.	1,892 7 0.4%	\$19.22 SRE	Job Zone 3 Long OJT
Police, Fire, and Ambulance Dispatchers (43-5031) Receive reports of crimes, fires, or medical emergencies. Broadcast orders to appropriate police, fire, or emergency medical units.	304 2 0.6%	\$14.95 SC	Job Zone 2 Medium OJT
Private Detectives and Investigators (33-9021) Detect occurrences of unlawful acts or infractions of rules in private establishment, or seek, examine, and compile information for client.	97 2 1.4%	\$11.58 ESR	Job Zone 2 Medium OJT License
Security Guards (33-9032) Guard entrance or patrol premises of an establishment to prevent theft, violence, or violation of rules. May direct patrons and control traffic.	3,160 44 1.2%	\$8.89 SEC	Job Zone 1 Short OJT



Manufacturing

This cluster includes occupations relating to planning, managing, and performing the processing of materials into intermediate or finished products. Included are related professional and technical support activities such as production planning and control, and maintenance and manufacturing/process engineering.

The occupations in this cluster include a wide range of needed preparation and income. The professional and management training is largely provided by the colleges and universities. Technical training is generally by the Community College, career technical schools, or apprenticeships. Training for lower level jobs is by the employer.

Occupation, O*NET Code, Description	# Employed Ann. Openings % Growth	Entry Wage Holland Code	Training/ Education Level
Cabinetmakers and Bench Carpenters (51-7011) Cut, shape, and assemble wooden articles, or use a variety of woodworking machines to surface, cut, or shape lumber or to fabricate parts for wood products.	630 4 0.6%	\$12.80 R	Job Zone 3 Long OJT
Computer-Controlled Machine Tool Operators (51-4011) Operate computer-controlled machines or robots to perform one or more machine functions on metal or plastic work pieces.	n/a n/a n/a	n/a R	Job Zone 2 Short OJT
Electrical and Electronic Equipment Assemblers (51-2022) Assemble or modify electrical or electronic equipment, such as computers, test equipment, telemetering systems, electric motors, and batteries.	n/a n/a n/a	n/a RC	Job Zone 3 Medium OJT
Industrial Engineering Technicians (17-3026) Apply engineering theory and principles to problems of industrial layout or manufacturing production, usually under the direction of engineering staff.	240 3 1.2%	\$16.29 IC	Job Zone 3 Associate's
Industrial Production Managers (11-3051) Plan, direct, or coordinate the work activities and resources necessary for manufacturing products in accordance with cost, quality, and quantity specifications.	610 0 -0.6%	\$31.53 EC	Job Zone 4 Bachelor's
Inspectors, Testers, Sorters, Samplers, and Weighers (51-9061) Inspect, test, sort, sample, or weigh raw materials or products for defects, wear, and deviations from specifications.	1,466 0 -1.6%	\$10.00 RC	Job Zone Varies OJT
Machinists (51-4041) Set up and operate a variety of machine tools to produce precision parts and instruments. May fabricate and modify parts to make or repair machine tools or machines.	1,545 0 -1.2%	\$13.01 RIC	Job Zone 4 Long OJT
Mechanical Engineering Technicians (17-3027) Apply theory and principles of mechanical engineering to modify, develop, and test machinery and equipment under direction of engineering staff or physical scientists.	124 1 0.7%	\$16.68 RI	Job Zone 4 Associate's
Millwrights (49-9044) Install, dismantle, or move machinery and heavy equipment according to layout plans, blueprints, or other drawings, using any of a variety of large and small tools.	67 0 -0.8%	\$14.11 RI	Job Zone 4 Vocational
Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic (51-4081) Set up, operate, or tend more than one type of cutting or forming machine tool or robot.	414 0 -2.4%	\$11.24 RC	Job Zone 2 Medium OJT
Printing Machine Operators (51-5023) Set up or operate various types of printing machines, such as offset, letterset, intaglio, or gravure presses or screen printers to produce print on paper or other material.	776 0 -1.7%	\$11.12 RC	Job Zone Varies Medium OJT
Tool and Die Makers (51-4111) Analyze specifications, lay out stock, set up and operate machine tools, and fit and assemble parts to make and repair dies, cutting tools, jigs, fixtures, gauges, and machinists' hand tools.	586 0 -3.1%	\$16.61 RC	Job Zone 4 Vocational
Welders, Cutters, Solderers, and Brazers (51-4121) Use hand-welding, flame-cutting, hand soldering, or brazing equipment to weld or join metal components or to fill holes, indentations, or seams of metal products.	921 0 -0.2%	\$10.56 RC	Job Zone Varies Vocational

Marketing, Sales, and Service

This cluster includes occupations relating to marketing, advertising, or otherwise promoting and selling merchandise or certain services. This includes managing retail establishments, making merchandise-specific repairs, and providing personal services to consumers.

This cluster includes occupations related to sales of both products and services. It includes repair persons who may market their services through a retail establishment. The range of required preparation and income is vast, with professional and management personnel often needing a bachelor's degree or more, technical personnel needing extensive post-secondary education and experience, and others needing little preparation.



Occupation, O*NET Code, Description	# Employed Ann. Openings % Growth	Entry Wage Holland Code	Training/ Education Level
Advertising Sales Agents (41-3011) Sell or solicit advertising, including graphic art, advertising space in publications, custom made signs, or television and radio advertising time.	426 5 1.1%	\$10.46 ESC	Job Zone 3 Bachelor's
Bakers (51-3011) Mix and bake ingredients according to recipes to produce breads, rolls, cookies, cakes, pies, pastries, or other baked goods in grocery stores and specialty shops.	972 12 1.1%	\$9.68 R	Job Zone 3 Medium OJT
Camera and Photographic Equipment Repairers (49-9061) Repair and adjust cameras and photographic equipment, including commercial video and motion picture camera equipment.	n/a n/a n/a	n/a R	Job Zone 4 Medium OJT
Cashiers (41-2011) Receive and disburse money in establishments other than financial institutions. Usually involves use of electronic scanners, cash registers, or related equipment.	10,616 145 1.2%	\$7.34 CER	Job Zone 1 Short OJT
Counter and Rental Clerks (41-2021) Receive orders for services such as rentals, repairs, dry cleaning, and storage. May compute costs and accept payment.	1,682 28 1.4%	\$8.59 CER	Job Zone 1 Short OJT
Computer, Automated Teller, & Office Machine Repairers (49-2011) Repair, maintain, or install computer hardware, including peripheral equipment and word processing systems.	584 2 0.3%	\$14.32 RC	Job Zone 4 Vocational
Hairdressers, Hairstylists, and Cosmetologists (39-5012) Provide hair and skin care services, such as shampooing, cutting, coloring, and styling hair, and massaging and treating scalp, and providing nail care services.	2,714 45 1.4%	\$7.77 ESA	Job Zone 3 Vocational License
Laundry and Dry-Cleaning Workers (51-6011) Operate or tend machines to wash or dry-clean industrial or household articles such as cloth garments. Includes spotters and dyers of these articles.	1,409 16 1.0%	\$7.31 RC	Job Zone 1 Medium OJT
Marketing, Advertising, and Public Relations Managers (11-2000) Formulate marketing policies, direct sales activities, and plan, organize, and direct advertising and public relations activities.	1,281 26 1.7%	\$24.76-\$34.58 AC/EC	Job Zone 4 Bachelor's
Real Estate Sales Agents (41-9022) Rent, buy, or sell property for clients. Study property listings, interview prospective clients, accompany clients to property site, discuss conditions of sale, and draw up contracts.	865 2 0.2%	\$12.26 ESC	Job Zone 2 Vocational License
Retail Salespersons (41-2031) Sell merchandise, such as furniture, motor vehicles, appliances, or apparel in a retail store or specialty shop. May write sales slips and ring up sales.	13,572 163 1.1%	\$7.99 ES	Job Zone 2 Short OJT
Sales Representatives, Wholesale and Manufacturing, Exc. Technical and Scientific (41-4012) Sell for wholesalers or manufacturers to businesses or groups. Requires substantial knowledge of items sold.	6,041 52 0.8%	\$16.25 ESR	Job Zone 2 Medium OJT
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific (41-4011) Sell goods for wholesalers or manufacturers where technical or scientific knowledge is required in such areas as biology, engineering, chemistry, and electronics.	1,203 12 0.9%	\$21.56 ESR	Job Zone 3 Associate's

Science, Technology, Engineering, and Mathematics



This cluster includes occupations dealing with planning, managing, and providing scientific research and professional analysis services (e.g., physical science, social science, engineering) including laboratory testing services and research and development services.

Most occupations in this cluster require either considerable or extensive preparation, including at least a bachelor's degree. Technician occupations may require less education, a minimum of an associate's degree or an apprenticeship plus extensive experience.

Occupation, O*NET Code, Description	# Employed Ann. Openings % Growth	Entry Wage Holland Code	Training/ Education Level
Biologists (19-1020.01) Conduct research on basic principles of plant and animal life, such as origin, relationship, development, anatomy, and functions. May specialize in one area of biology.	125 5 3.6%	\$19.20-\$24.08 IR	Job Zone 3 Doctorate
Civil Engineers (17-2051) Perform engineering duties in planning, designing, and overseeing construction and maintenance of buildings, structures, and facilities. Includes structural, traffic, and other specialties.	584 4 0.6%	\$25.58 RI	Job Zone 4 Bachelor's License
Clinical, Counseling, and School Psychologists (19-3031) Diagnose and treat mental disorders, learning disabilities, and cognitive, behavioral, and emotional problems using individual, child, family, and group therapies.	713 15 1.8%	\$26.51 IAS	Job Zone 4 Master's License
Computer Hardware Engineers (17-2061) Research, design, develop, and test computer or computer-related equipment for commercial, industrial, military, or scientific use.	130 1 1.0%	\$30.25 IRC	Job Zone 5 Bachelor's
Computer Software Engineers, Applications (15-1031) Develop, create, and modify general computer applications software or specialized utility programs. Analyze user needs and develop software solutions.	1,097 49 3.1%	\$29.60 IRC	Job Zone 4 Bachelor's
Drafters (17-3010) Prepare detailed drawings or diagrams. Usually specialize in architectural or structural drafting, electrical/electronic drafting, or mechanical drafting.	717 1 0.1%	\$15.97-\$19.09 RAC/RC	Job Zone 4 Vocational
Electrical and Electronic Engineering Technicians (17-3023) Apply electrical and electronic theory and related knowledge, under direction of engineering staff, to design, build, or modify electrical or electronic devices.	755 4 0.5%	\$17.09 RI	Job Zone 4 Associate's
Electrical and Electronic Engineers (17-2071) Design, develop, test, or supervise manufacturing and installation of electrical equipment, components, or systems.	448 0 -0.3%	\$26.03 IR	Job Zone 5 Bachelor's License
Engineering Managers (11-9041) Plan, direct, or coordinate activities in such fields as architecture and engineering or research and development in these fields.	468 2 0.3%	\$40.14 ERI	Job Zone 5 Bachelor's
Industrial Engineers (17-2112) Design, develop, test, and evaluate integrated systems for managing industrial production, including human factors, quality and inventory control, logistics and material flow, and cost.	540 1 0.1%	\$26.06 EIR	Job Zone 4 Bachelor's License
Management Analysts (13-1111) Conduct organizational studies and evaluation, design systems and procedures, conduct work simplification and measurement studies, prepare operations and procedures manuals.	1,549 57 2.7%	\$22.74 ECI	Job Zone 4 Bachelor's
Mechanical Engineers (17-2141) Perform engineering duties in planning and designing tools, engines, machines, and other mechanically functioning equipment.	916 0 -0.5%	\$29.02 RI	Job Zone 4 Bachelor's
Natural Sciences Managers (11-9121) Plan, direct, or coordinate activities in such fields as life sciences, physical sciences, mathematics, statistics, and research and development in these fields.	122 3 1.9%	\$33.04 IE	Job Zone 5 Bachelor's

Transportation, Distribution, and Logistics

This cluster includes occupations relating to planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. Included are related professional and technical support services such as transportation, infrastructure planning and management, logistics, mobile equipment, and facility maintenance.

The occupations in this cluster represent a wide range of preparation and income. The professional/managerial positions generally require a bachelor's degree or more. The technical occupations may require completion of an associate's degree or a post-secondary technical school program. Training for the lower level jobs is often done by the employer.



Occupation, O*NET Code, Description	# Employed Ann. Openings % Growth	Entry Wage Holland Code	Training/ Education Level
Airline Pilots, Copilots, and Flight Engineers (53-2011) Pilot and navigate the flight of multi-engine aircraft in regularly scheduled service for the transport of passengers and cargo.	28 0 1.0%	\$47,910/yr REI	Job Zone 4 Bachelor's
Automotive Body and Related Repairers (49-3021) Repair, repaint, and refinish automotive vehicle bodies, straighten vehicle frames, and replace damaged vehicle glass.	749 17 1.8%	n/a RC	Job Zone 3 Vocational
Automotive Service Technicians and Mechanics (49-3023) Diagnose, adjust, repair, or overhaul automotive vehicles. May specialize as brake repairers, transmission mechanics, or other.	3,167 54 1.5%	\$13.60 RC	Job Zone 2 Vocational
Bus and Truck Mechanics and Diesel Engine Specialists (49-3031) Diagnose, adjust, repair, or overhaul trucks, buses, and all types of diesel engines, including automobile diesel engines.	528 7 1.2%	n/a RC	Job Zone 3 Vocational
Bus Drivers, School (53-3022) Transport students or special clients, such as the elderly or persons with disabilities. Ensure adherence to safety rules and schedule.	1,644 18 1.0%	\$9.92 RS	Job Zone 2 Short OJT License
Bus Drivers, Transit and Intercity (53-3021) Drive bus or motor coach, including regular route operations, charters, and private carriage to transport passengers, mail, and freight locally or over long distances.	396 4 0.9%	\$11.81 RSC	Job Zone 1 Medium OJT License
Dispatchers, Except Police, Fire, and Ambulance (43-5032) Schedule and dispatch workers, equipment, or vehicles to move materials, freight, or passengers, or for service, or repairs outside the place of business.	577 4 0.7%	\$11.38 CR	Job Zone 2 Short OJT
Driver/Sales Workers (53-3031) Drive vehicle over established routes or within established territory and sell goods, such as food, including restaurant take-out items, or pick up and deliver items, such as laundry.	1,513 5 0.3%	\$7.36 ERS	Job Zone 1 Short OJT
Postal Service Mail Carriers (43-5052) Sort mail by address for delivery. Deliver mail and accept outgoing mail on established route on foot or by use of a vehicle.	1,303 6 0.4%	\$18.97 CR	Job Zone 1 Short OJT
Taxi Drivers and Chauffeurs (53-3041) Drive automobiles, vans, or limousines to transport passengers. May wait for available passengers at hotels or other locations, or respond to calls from dispatcher.	393 4 1.0%	\$7.64 RE	Job Zone 1 Short OJT License
Transportation, Storage, and Distribution Managers (11-3071) Plan, direct, or coordinate transportation, storage, or distribution activities in accordance with government policies and regulations.	236 4 1.5%	\$28.14 EC	Job Zone 4 Bachelor's
Truck Drivers, Heavy and Tractor-Trailer (53-3032) Drive a tractor-trailer combination or a truck with a capacity of at least 26,000 GVW, to transport and deliver goods, livestock, or materials in liquid, loose, or packaged form.	4,868 54 1.0%	\$13.96 R	Job Zone 1 Short OJT License
Truck Drivers, Light or Delivery Services (53-3033) Drive a truck or van with a capacity of under 26,000 GVW, primarily to deliver or pick up merchandise or to deliver packages within a specified area.	3,855 38 0.9%	\$9.58 RC	Job Zone 1 Short OJT License

Manage Your Career: Make a Plan

Step 1: Know Yourself!

Step 2: Be Informed!

Step 3: Make a Plan

Step 4: Put Your Plan into Action

Remember that you are “Myself, Inc.,” a one-person business which exists to sell your knowledge and skills to an employer (or, if you are self-employed, your customers). Like any business, you must have a business plan. In this case this is also your career plan. Your plan should be written. You should discuss your plan with your counselor and parents.

Your Goal:

Your plan starts with one or more goals. These are short statements that tell what you want to happen. They are not carved in stone, and will change from time to time throughout your career. Your goal should be specific enough to clearly tell where you are going and how you are going to get there, but broad enough to allow for change. “To become wealthy” is not a good goal because it is too general. “To qualify as a journeyman in a skilled trade” and “To get a college degree in a marketable field” are good goals because they are specific, yet allow flexibility.

A good goal is:

- Describable: you can put it into words.
- Achievable: you have the skills, energy, and time to accomplish it.
- Believable: you believe in it.
- Flexible: you are willing to modify it as necessary.



Your Assets:

List what you have learned so far about your skills, interests, education, experience, and anything else which will support the attainment of your goal. Describe what you have learned about interesting occupations and how they relate to your interests and skills.

Your Timeline:

Set a specific date by which you plan to attain your goal.

Your Liabilities:

List the skills, knowledge, education, or other factors which you still need to develop so that you can attain your goal.

For More Information:

Choices computer program, “Planner” section.
www.rileyguide.com
www.jobhuntersbible.com (Also see the book which this web site supplements, *What Color Is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers*, by Dick Bolles.)

Manage Your Career: Put Your Plan into Action

Step 1: Know Yourself!

Step 2: Be Informed!

Step 3: Make a Plan

Step 4: Put Your Plan into Action

Now you have a career management plan that takes into account your knowledge of yourself, your knowledge of the economy, labor market, education/training alternatives, and your goals. Plans are useless unless they are the basis for action. Using the information you have developed on your goals, assets, liabilities, and timeline, determine what you must do to attain your goal.

What steps will you take to reach your goals?

Make a portfolio

If you haven't already done so, make a portfolio. This is a collection of documents (or even audio or video material) which describes your skills, education, and accomplishments.

Get experience

You have often seen "experience" listed as a job requirement. But how do you get experience if you have never had a job? Invent your own experience! Be creative, volunteer, do free-lance work. Use community organizations, extracurricular activities, internships, work-study programs, or any other opportunities which come your way. Get an after school or summer job; even if it is not the greatest job in the world, you can demonstrate and prove that you are a valuable and responsible worker. Be sure to get letters from responsible persons describing your experience and skills.

Get more education

If you are in high school, what courses are needed for the kind of occupations you are considering? Be sure that they are consistent with your career goals and that they meet the school's requirements for graduation. If you are graduating from high school, or have already graduated from high school, what education is necessary to meet the entry-level requirements for the occupation(s) you are considering? Remember that learning must be life-long, and that education never ends, although the form it takes may change.



How post-secondary education will be financed

List resources to be used, such as family resources, scholarships, loans, and income from employment.

Develop your network

Network contacts are developed over a long period of time. People will help you when they know you. Start to grow your network early, while in school. Remember that networking is two-way: you help other people, too. See page 42 for more information.

Resources:

- *Choices* computer program, "Planner" section
- www.nycareerzone.org
- government departments and agencies
- business associates, fellow workers
- information sources: newspapers, books, television
- the Internet
- community resources, organizations
- service clubs
- neighborhood sources
- family and friends
- post-secondary institutions

Plan to Grow a Network

What is networking?

A network is informal and consists of all those persons who can help you manage your career. They may be teachers, employers, fellow employees, friends, family members, or others. A network is a two-way arrangement, too – you are part of the network of other persons and should assist them in their career management whenever you can.

Why is networking important?

Researchers who study how people get jobs have discovered that the majority of persons do so through an informal process, often involving networking. Networks are, therefore, important for persons who are looking for a job. Because most people will become unemployed at some time, networks are also important for support when one is unemployed.



When should one start networking?

It is never too early. Start networking while still in school, using teachers, friends, and family as part of your network. Other persons can be added as you gain experience and contacts. Because a network is started very small and then grows over time, it is useful to think of the process as “growing” a network.

What are some tips for effective networking?

Keep notes on your network. It is easy to forget names or other contact information when you need it. Use a notebook or set of file cards to record names, dates, and contact information. If you meet with a group, learn to “work the room” at meetings of the group. Don’t be a wallflower. Circulate among the members of the group, spending a very brief time with each to subtly remind them of your needs (if any) and willingness to be helpful. Maintain contacts with persons who are now employed. They can help you with tips on job openings and with information on an employer you might be interested in working for. If you become unemployed, be alert to any group of similar persons you might join to share information and support.



Plan Your Portfolio

What is a portfolio?

A portfolio is a collection of material which describes who you are and what you can do. It will be different for each person (you are different from everyone else, aren't you?).

If you are a student your school may require you to develop a portfolio and may have a specific format for you to follow. A portfolio could be as simple as a file folder or a loose leaf binder in which to keep material. Some portfolios are computer based, such as the one included in the *Choices* program. A portfolio may include the following kinds of material:

Describe Yourself

- results of assessment tools such as aptitude surveys, skill assessments
- certificates of achievement
- samples of writing, art work, or other products of your efforts, especially those which demonstrate the skills you have developed. This could be written or in audio or visual format
- your career plan (goals, future action needed, and other details)

Why make a portfolio?

A portfolio provides:

- written evidence of your career management development
- an organizing tool to keep your career management efforts on track
- a way of measuring your career management progress so you can better assess what needs to be done
- a way to share your planning and progress with a teacher or counselor
- help in preparing a college application
- a way to organize evidence in support of your resume when you apply for a job
- the basic information for a resume and job application

Collect Evidence

Employment kit

Your portfolio may serve as an employment kit when you start looking for a job. The contents might then include:

Application & Internet Resources

- Legal identification (passport, birth certificate, driver's license or state-issued I.D. card)
- Social security number
- Resume
- Personal data sheet
- Names of references (with addresses and phone numbers)
- Work permit (if applicable)
- Copy of diploma
- Letter of introduction
- Letters of recommendation

For More Information

Choices Planner, Portfolio module

Plan Your Resume & Cover Letter



Purpose

For you: To introduce and sell yourself to a prospective employer. Remember — you are a unique person; no one else is exactly like you. Your resume should present your particular qualifications and experience related to the job.

For an employer: To find out your name, how to contact you, if you are looking for the available kind of job, if you have the needed qualifications, if there are reliable people willing to verify your qualifications, and if your outside interests support and enhance your work. Remember that the employer is in business to make a profit (without the profit the business would fail!) and is seeking employees who can contribute to that goal.

Prepare by gathering information

About yourself: your likes, dislikes, skills, aptitudes, and interests. (See pages 2-7.)

About your experience: dates, employer, job title, responsibilities, accomplishments, endorsements.

About the employer: for each resume you send: the product or service produced, the location, how big and how old is the employer, etc. If you know anyone who works there, ask that person for information. Look at the employer's web site. Use any other sources you can find. Adjust your resume to fit this employer.

Put in the resume:

Who you are: At the top, your name, address, phone number, e-mail address (if any).

Your education: school, city and state, diploma, degree or certificate earned, date. (This may be after your experience.)

Your experience: employer, job title, responsibilities, accomplishments, dates. List most recent experience first, then in order to the oldest. Include all experience related to the job, including internships, volunteer work, and others which helped you build skills. Describe your responsibilities and accomplishments with action words such as adapted, analyzed, built, classified, integrated, led, maintained, organized, or reduced.

Your skills: Employers may be more interested in skills than degrees. List your skills which would be useful to the employer. Use very specific key words, since some employers use a computer to scan resumes looking for words related to the job. Use exact names of computer programs, tools, machinery, and processes.

End with a statement such as 'References are available upon request.'

Resume Mistakes!

DO NOT put in the resume:

- A list of references
- A photograph of yourself.
- Any mention of salary expected (save this for the interview).

DO NOT exaggerate your qualifications

Some job seekers have claimed education or experience qualifications which they did not have. This is fraud, and some employers carefully check all details. There are even companies which provide such checking as a service to employers. If you make a claim which you cannot verify, you will almost certainly disqualify yourself from consideration.

Plan Your Resume & Cover Letter (Cont.)

Modify the resume for each employer

Each time you send the resume to a new employer, modify it to fit the particular business of that employer, the job which interests you, and the skills required for the job. One resume will NOT fit every job.

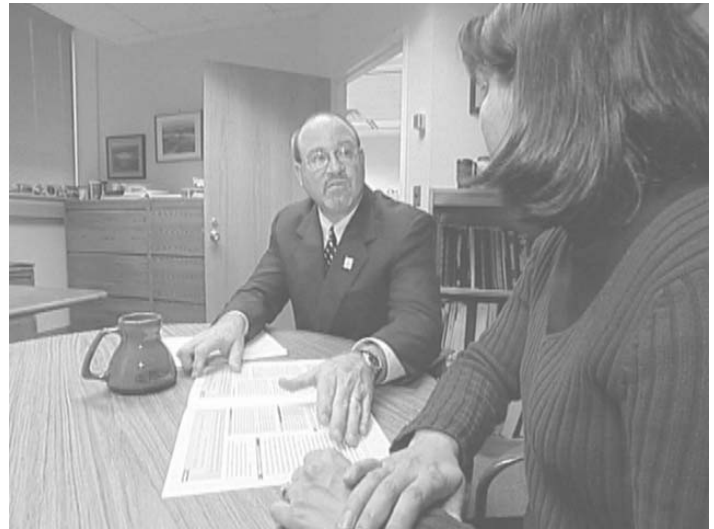
Make it look professional

Use a computer (not a typewriter) and good quality white or off-white paper.

Use a common type font, such as Times Roman, in 10 or 12 point size.

Use no abbreviations except the most common, such as RI for state.

Spelling and grammar MUST be correct. Check and double check and then recheck spelling and sentence structure. Read it out loud to be sure that it sounds right. Then have at least one other person check it again. Spelling or grammar errors look unprofessional and may destroy your chance of getting an interview.



Cover Letters

ALWAYS Send a Cover Letter (See sample on page 46)

Address the letter to a particular person, such as the president of a company. You can get this name from the reference department of your library, or from the web site, www.dlt.ri.gov/rired; click on "Jobseeker Services," then "Employers."

Express enthusiasm for the employer and the job. Point out the contribution you can make to the employer. It's OK to present yourself in the best possible terms; this is not the time to be shy. As with the resume, check, double check and check again for spelling errors and poor grammar or sentence structure.

For More Information

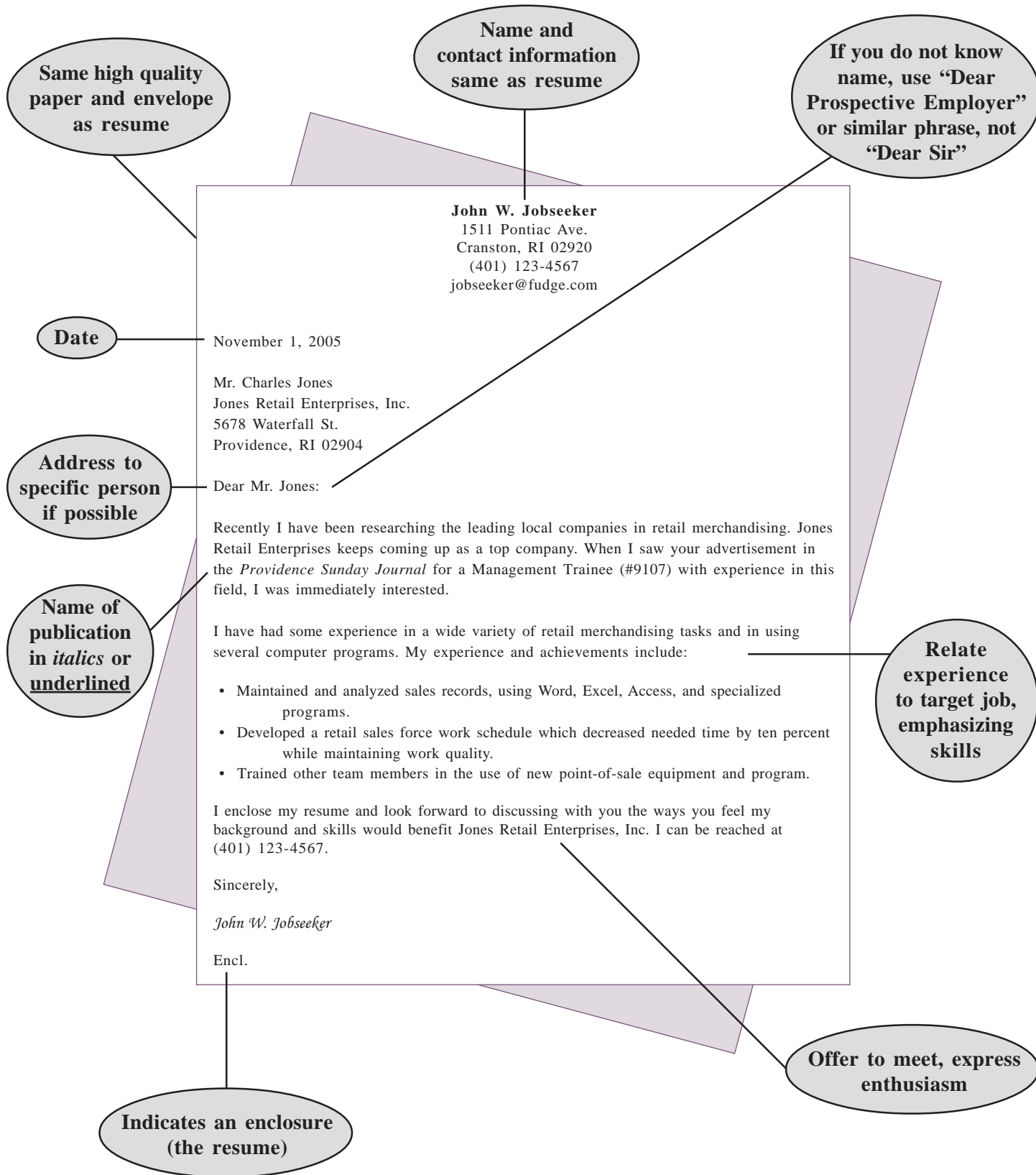
Choices Planner, Resume Builder module helps build a resume using the characteristics of your chosen occupation. Other modules help prepare information for use in the resume.

Numerous books have been published on resumes, and many others which consider resumes among other job search topics. Check your library for such books.

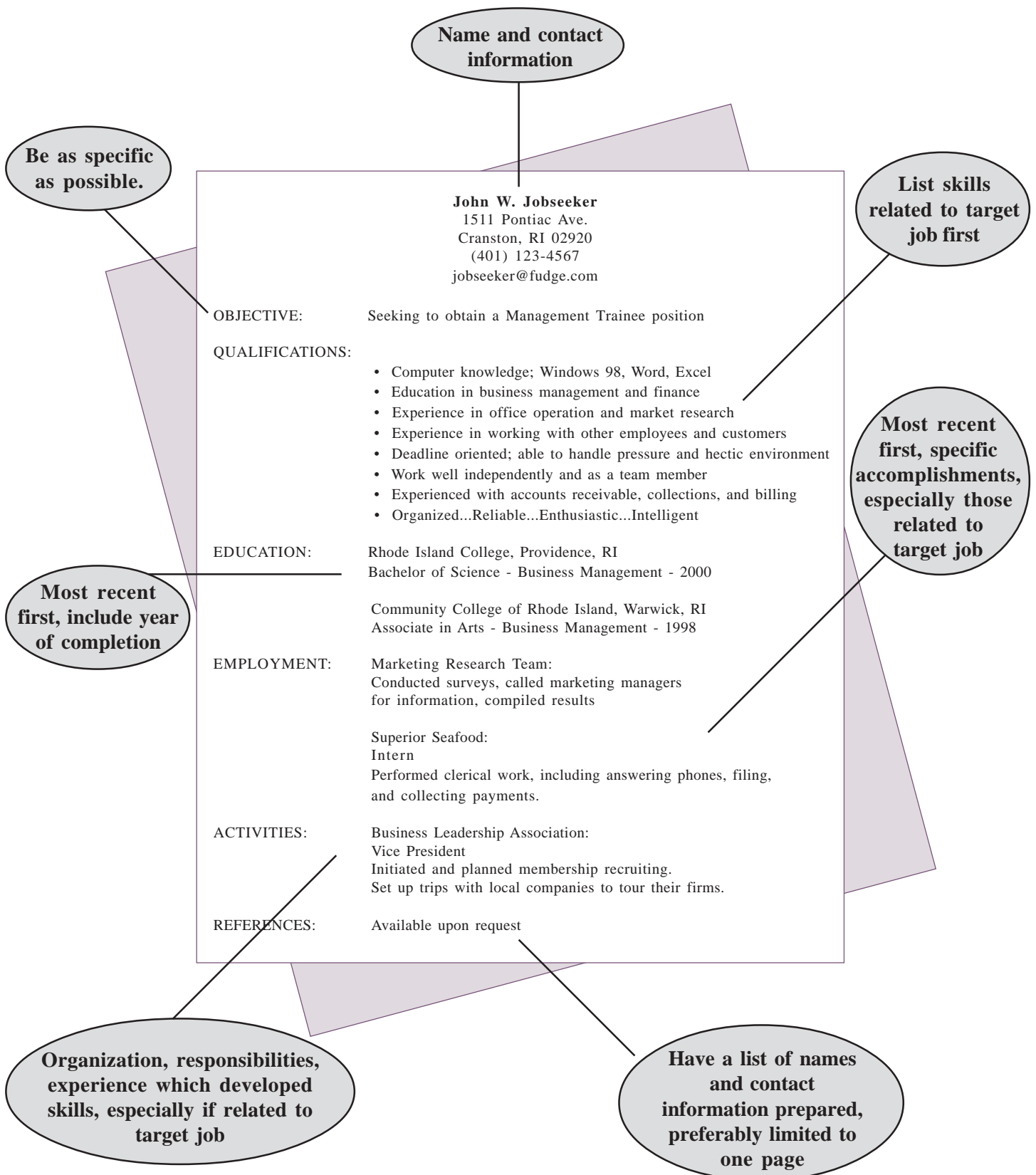
<http://jobstar.org/tools/resume> samples of resumes and cover letters

Monster.com Resume Center, <http://resume.monster.com>, resume and cover letter tips, including industry-targeted resume advice

The Cover Letter



The Resume



Plan Your Job Search

Ready to look for a job? Plan to work hard! Looking for a job IS work! If you have followed the suggestions in the preceding pages, you now can accurately describe your skills, interests, and personality type. You have selected one or more occupations which interest you. You know the duties and required skills of those occupations, as well as projected job prospects and wages. You have matched your skills and interests to the requirements of the occupation. You have identified any skills which you need to develop, and have a plan for doing so. Now you are ready to look for a job.

Create a Portfolio

If you do not have a portfolio, develop one. (See page 43.) Think of it as your “employment kit.” Possible contents include: career summary and goals; skills and abilities summary; references; letters of recommendation and testimonials; extra resumes (both traditional and scannable); transcripts; work samples; certificates, degrees, licenses; business cards; awards and honors; and military records. Include duplicates that can be left at an interview.

Network

Many jobs are obtained through informal contacts, or networking. (See page 42.) Tell everyone you know that you are looking for a job, and give them some clues about what kind of job. Tell family, friends, former employers, former co-workers, school/agency/church contacts (teachers, counselors, etc.). Don’t forget other job-seekers—they may hear of jobs not suitable for them, but just what you are looking for. And don’t forget to return the favor.



Look for Job Leads

Employers may (or may not) advertise job openings. Other sources for job leads include:

- classified ads
- school and college career centers
- employer directories
- Department of Labor and Training web sites
www.dlt.ri.gov and www.dlt.ri.gov/rired
- America’s Job Bank www.ajb.org
- employer web sites and other Internet sources
- netWORKri offices, www.networkri.org
- national trade associations (which may put you in contact with local affiliates)
- job fairs (watch newspaper business sections and advertisements for announcements)

Learning to Use the “Hidden” Job Market

Compare how most people look for work with how employers look for applicants:

How Most People Look for Work

Want Ads
Employment Agencies
Placement Agencies
Word of Mouth
Direct Employer Contact

MOST



LEAST

How Employers Look for Applicants

Internal Networks
Job Postings
External Networks
Placement Agencies
Want Ads

The Problem: Most job seekers spend their time checking and responding to want ads, yet employers hire the least number of people through want ads.

The Solution: Identify companies you want to work for, try to get informational interviews, ask for a job, leave a resume, fill out an application, check back periodically. Show enthusiasm, but do not be a pest.

Plan Your Job Application

Most employers, such as government agencies, department stores, banks, and fast food restaurants, use application forms when hiring employees. These forms are convenient for an employer, because information is arranged in a standard format and can be quickly scanned by an interviewer. (On the other hand, a resume can be formatted in many ways and may require the interviewer to take valuable time to search for pertinent information.)

It is, however, a good idea to have a resume on hand when applying for a job, even if an application is required. Information on a resume can serve as a handy reference if you need to fill out an application quickly.



No matter how rigid the form appears to be, you can still use it to show why you're the person to fill the job. While application forms are not as flexible as resumes, you can make them work to your advantage. Remember to complete all parts of the form.

Here are some things to keep in mind when completing application forms:

- Request two copies of the form. If only one is provided, make a copy of it before you write on it. You'll need a copy to prepare your rough draft.
- Read the entire form before you start to complete it. Follow all directions carefully. If you are asked to complete the application in chronological order, state your most recent work and school experiences first and work back from there.
- Prepare a master copy if the same form is used by several divisions within the same company or organization. Do not put the specific job applied for, date, and signature on the master copy. Fill that information in on the photocopies as you submit them.
- Be neat. Print in ink or type the requested information. Carry a pen with an ink eraser or some correction fluid just in case you happen to make a mistake.
- Spell correctly and use good English.
- Leave no blanks: Use "n/a" (not applicable) when the information requested does not apply to you.
- Give reliable references. Be sure to request permission of each reference source before listing his/her name on the application form.
- Sign and date the application.
- Carry a resume with you when visiting potential employers in case you must fill out an application on the spot. Whenever possible, it is best to fill out your application at home and mail it with a resume and a cover letter that point out your strengths.

Adapted from *Directions*, a publication of Mississippi's Career Resource Network

Plan Your Interview

Most often interviews are a meeting between one or more representatives of an employer and a person seeking employment. Some, called “informational interviews,” are for purposes other than employment.

Prepare!

Success in getting a job may be related to your preparation for the interview. Here are some things to consider:

Participate in practice (mock) interviews.

Conduct interest interviews.

If you are a college student, schedule campus interviews.

Research the employer – know the product/service provided.

Dress conservatively but comfortably, as though you’re ready to start work.

Avoid heavy makeup and trendy or flashy clothes or jewelry.

Be ready to communicate the skills and knowledge you have to offer.

Prepare good questions to ask the employer.

What would a ‘typical day’ be like for the worker who is hired?

Who would be my supervisor?

Are there on-the-job training opportunities available?

Will there be opportunities for advancement within the company?

What do you think is the most challenging aspect of the job?

How does this position fit within the organization of the company?

Keep records of your interviews.



In the interview

Arrive 10 or 15 minutes early.

Carry a portfolio with all necessary information and more: resumes, letters of recommendation, samples or pictures of work (if appropriate).

Stress your skills and your achievements.

Slant your presentation to the job involved.

Reflect your special interests (athletics, clubs, hobbies, etc.).

Show your knowledge of the employer.

Be enthusiastic.

Watch body language, sit or stand erect, make eye contact, don’t fidget.

Be friendly, but not too familiar; smile.

Be specific, give details of what you did, what you learned, your achievements.

Be positive; if negatives come up, make your response quick and brief.

Say that you want the job.



Plan Your Interview (Cont.)

By the end of the interview

Know what the next step will be.

Should you contact the interviewer again? How soon?

If you need to provide additional information, deliver it promptly and in person.

Ask when the final decision will be made, and ask permission to check back at that time.

Try to end the interview on a positive note: express interest in the position and assure the interviewer that you have what it takes to do the job.

At the end of the interview

Say "Thank you!"



After the interview

Write a letter the next day thanking the employer for the interview, reviewing your strengths, and expressing your enthusiasm for the job and your belief that you can do it well.

Informational interviewing

The purpose of informational interviews is to gather information rather than to obtain employment. They are used for one or more of the following:

- to explore careers and clarify your career goal
- to discover employment opportunities that are not advertised
- to expand your professional network
- to build confidence for your job interviews
- to access the most up-to-date career information
- to identify your professional strengths and weaknesses

To arrange an informational interview:

Identify an occupation or industry you want to learn about.

Prepare for the interview (research, list questions).

Identify people to interview.

Ask for an appointment for the interview.

Conduct the interview.

Keep a written record of the information you obtained.

Send a thank you letter.



Most of the suggestions given above for employment interviewing also apply to informational interviewing. Although you are not seeking employment, an informational interview may lead to a job offer.

Plan for a Career Move

Years ago many workers went through their entire working lives with the same employer; in some cases rising from entry-level jobs to management. Today, most persons change jobs and/or employers several times as they pursue their careers. Sometimes, such changes are initiated by the worker, and sometimes, they result from changes in the employer organization or the larger economy or society.

Why workers lose their jobs

- **Changing technology** – Introduction of computers, robotics, and telecommunications changes the way we work. Some jobs may be done entirely by machines or systems. Some opportunities may be created for those with skills in the new systems.
- **Economic recession** – When the economy slows, people save more and spend less. Businesses have less income and must cut costs, often by reducing their workforce.
- **Environmental disaster or resource depletion** – Toxic spills, huge storms, flooding or drought can cause the collapse of a local economy, resulting in job loss or dislocation for many people. Failure of ocean fishing stocks, crops, or forests because the resources are exhausted or destroyed cause similar problems.
- **Layoffs and cutbacks** – People can be laid-off because their seasonal work is finished, there is a business slowdown, or an industry-wide shortage of raw materials. Cutbacks also result from reduced employer income, which leads to a reduction in employee salaries.
- **Health problems** – Injury or illness can cause job loss and in some cases, complete change of occupation. This change might be abrupt, which can be very stressful.



Why workers leave their jobs voluntarily

- **To work a different schedule** – Parents may need a different work schedule to allow them to fulfill their child care responsibilities. Some people may wish to avoid weekend or night work.
- **To work with different people** – Workers may have an opportunity to work with friends or professional colleagues and change jobs to accomplish this.
- **To perform different tasks, have more responsibility or control** – Some people are uncomfortable working in a situation where they lack control. They may move to a more responsible job when they have an opportunity, or they may start their own business and become self-employed.
- **To acquire additional knowledge or improve skills** – Recognizing that it is very important to keep developing one's knowledge and skills, it may be desirable to move to another job with more opportunity to develop in these areas.
- **To relocate** – When another city, state, or country appears attractive, a change of jobs may be appropriate.
- **To return to the workforce** – Another type of career move is faced by a parent who has stayed at home to care for children and now wishes to return to the workforce. This, too, is a change from one career to another, or perhaps taking on an additional role. The steps to follow are similar but more complex because of child care considerations.

If you quit

Make a detailed exit strategy – What steps will you take? When? How do they fit into your career management plan?

Develop a brief explanation – Why are you quitting? Structure this to maintain a good relationship with your employer.

Give plenty of notice – In many organizations two weeks is reasonable. In some cases it should be much more. Never leave without advance notice.

Complete your responsibilities – Don't leave work undone which someone else must complete when you leave. You may need this employer as a reference, and you want to be remembered as a conscientious worker.

Keep in touch – Your employer and former fellow workers now become part of your network (see page 42). You may need them for future references or job leads.

Plan for a Career Move (Cont.)

To prepare for job change

Assess Your Skills and Other Qualifications - As a person with work experience you have developed skills and knowledge in your previous jobs. Carefully list these 'transferable skills' which you can use in a new job or occupation. There are resources available to help you do this.

Build Your Skills - You never can have too many or too well-developed skills. Take classes or otherwise be sure that your skills are up-to-date. There are constant new developments in most occupations, and you must be familiar with them to be attractive to an employer.

Consider Working for Yourself - Do you have some particular skill or knowledge? You could be a contract worker or consultant, or run your own business. Consult the many books on this topic available at your local library.

Network - Along with your work experience you have had contacts with fellow workers, employers, and others who can help you. You are in a better networking position than workers just entering the job market. (See page 42.)

Where you can get help

If you are a college graduate,

Contact your college career service office. Most provide services to alumni, including counseling, job postings, on-campus interviews, and job fairs.

If you are a veteran,

employment assistance and counseling is available from
US Department of Veterans Affairs

Veterans Services, 380 Westminster St., Providence RI 02903 1-800-827-1000

Readjustment Counseling Center (VET Center), 789 Park Ave., Cranston RI 02910 467-2046

If you are over 55 years old,

programs (with eligibility requirements) for training and employment are available.

RI Department of Elderly Affairs, 35 Howard Ave, Building 55, Cranston, RI 02920

If you are a Family Independence Program recipient or have lost income due to death, disability, or divorce,

contact

Displaced Homemaker Center of RI, 600 New London Ave., Cranston RI 02920 462-3601

For information on starting a business:

www.ri.gov/business/start.html, www.sba.gov (Small Business Administration)

For everyone the netWORKri Career Centers help with

information about labor markets, hiring requirements, job listings, referral and placement,
education and training programs

assistance in testing and assessment, development of job search skills

resources, such as use of computers, fax machines, and telephones

other services for job seekers



netWORKri Career Centers

Pawtucket	175 Main St.	722-3100
Providence	1 Reservoir Ave.	462-8900
Wakefield	4808 Tower Hill Rd.	789-9721
East Bay/Warren	470 Metacom Ave.	245-9300
West Warwick	1330 Main St.	828-8382
Woonsocket	219 Pond St.	762-9010
Middletown (DLT Reemployment Office)	73 Valley Rd.	847-2038

www.networkri.org

Plan for Your New Job

Deciding on a Job Offer

If you are offered a job, there is some information you may want to check before accepting it. Ask the employer for additional information if necessary to help make a decision.

You need to be a success on the job, and there is much to think about

- Are the goals of the employer compatible with your beliefs?
- Are there possibilities for promotion to higher level jobs? Is there help for you to upgrade your skills and qualifications?
- Is the business relatively stable, or is downsizing, bankruptcy or another problem a possibility?
- Most jobs require being away from home during meal times. Will you take your lunch? Eat at a nearby restaurant? Eat at the employer's cafeteria?
- How will you get to your job? Drive yourself? Take the bus? Ride with someone else?
- How should you dress? Does the employer require a uniform? Does the job require professional or casual clothes? Work clothes? Is there a dress code?
- Will you need child care while working? If so, find a quality program. Visit the child care facility. Does it look safe? Do the adults seem to enjoy their work? Are there plenty of toys and other materials? Listen to the voices you hear; are they cheerful and patient? Count the number of children per adult; a small number is important when caring for young children and babies. Ask about the qualifications of the staff.



Employers Expect Employees to...

Dress appropriately for the work setting
 Come to work on time every day
 Recognize problems and find solutions
 Make smart decisions
 Read, write, and calculate well
 Follow directions
 Concentrate on their work and care about quality
 Finish a job on time without sacrificing quality
 Be honest and dependable
 Display leadership
 Communicate well
 Get along with other people, especially customers
 Be cooperative
 Be a team player
 Have a positive attitude

As you start the new job

- Dress appropriately. Be conservative. Always keep your appearance neat and well groomed.
- Be on time! Better yet, be early!
- Learn the names of coworkers. (Write them down if necessary.)
- Be sure you know exactly what is expected of you. Ask questions if you do not understand.
- If you must take a day off for family or personal reasons, arrange it in advance with your boss. If you are too ill to work, call your boss and explain as soon as you know.
- Use computer and Internet for business purposes only.
- Limit personal phone calls.
- Don't do personal business at work.
- Support your coworkers. Encourage their success.
- Treat everyone with respect: coworkers, supervisors, and customers.
- Learn new skills whenever the opportunity occurs.

Resources



This publication (or any single publication) cannot provide you with everything you need to manage your career through your life. There are thousands of publications and web sites related to career planning. Some are excellent. Many are primarily designed to promote the business of their creators, or for other reasons are of doubtful value. In addition to resources listed throughout this publication, we recommend the following non-commercial web sites. Visit your local library or bookstore for print publications.

- Career Planning:** College selection, test scores, scholarships and more www.review.com/career
College planning tool from Bridges <http://iapply.bridges.com/index.htm>
Career planning, job search, and postsecondary choices www.careerkey.org
- Knowing Yourself** Temperament assessment tool www.keirsey.com
Ansell-Casey Life Skills Assessment www.caseylifeskills.org/index.htm
- Occupations** Construction careers <http://abc.org/wmspage.cfm?parm1=2455>
Manufacturing careers www.dreamit-doit.com
Relate careers with academic majors www.ksu.edu/acic/career/options.html
Career exploration from Bureau of Labor Statistics www.bls.gov/k12/index.htm
- Postsecondary Education and Financial Aid:** Wealth of information for college bound, adult and learners www.Petersons.com
Scholarship scams www.ftc.gov/bcp/online/edcams/scholarship
Free online scholarship search www.fastweb.com
Over 600,000 financial aid awards identified www.collegenet.com/mach25
Overview of military careers www.militarycareers.com
Explore schools, scholarships, take practice test
www.princetonreview.com
- Resumes** Resume tools and samples www.eresumes.com
Job seeker tools www.quintcareers.com
Resume and interview help by author of *The Complete Idiot's Guide to the Perfect Resume* www.susanireland.com
- Job Search** Job site for Hispanic and bilingual professionals www.latpro.com
Portal to 100 job sites. (also to 100 top sites on many other of topics)
<http://100topcareersites.com>
Extensive information from US Dept. of Labor www.careeronestop.org
Tools for resumes, salary info, and more www.jobstar.org
Find jobs, post resume, get advice www.monster.com
Job search portal www.worktree.com
Wall Street Journal career site, tools and articles www.careerjournal.com



**FOR ADDITIONAL RESOURCES,
visit the Career Resource Network web site at
www.dlt.ri.gov/crn**

The High Five*

The High Five basic principles, from the Real Game Series, provide an overview of some of the most important guidelines for career management. “Those who master career management skills and follow the High Five principles are more likely to find satisfying and fulfilling work in the knowledge economy, and prosper.”**

Change is Constant

We change constantly and so does the world around us - including the working world. Because a single occupation will no longer take workers from the beginning to the end of their working lives, adaptability is an important skill to carry into the future.

Learning is Ongoing

Graduating from high school or college doesn't mean that your education is complete. Opportunities to learn are everywhere! Learn to recognize them and make your learning a lifelong experience.

Focus on the Journey

Traveling through life is like traveling down a road; having a destination gives direction, but most of the time is spent moving along. Pay attention to the journey with all its pitfalls, sidetracks, opportunities, and highways to new destinations.



Follow Your Heart

Dreaming about your future can help you understand what you really want in life. Knowing what you want and keeping it in your mind can give you the motivation you need to deal with life's challenges. Never be afraid to dream.

Access Your Allies

The journey of life is not taken alone. Friends, family, teachers, neighbors - any of them can be willing and helpful allies when it comes to judging what steps to take on life's path.

* from The Real Game Series™, www.realgame.org

** Jarvis, Phillip S. “Career Management Paradigm Shift,” 2003.

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Rhode Island Department of Labor and Training

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